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The Spectator

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Free speech survey: support for discourse strong, but conservative self-censorship endures

by Charles Dunst '18
EDITOR-IN-CHIEF

Over the past few years, college campuses have morphed into battlegrounds for the seemingly never-ending free speech "wars." Throughout this chaos, Hamilton has remained relatively immune, as speakers have neither been shut down nor physically intimidated. Regardless, following President Wippman's reassertion of his commitment to free speech — and the inauguration of the Common Ground series — *The Spectator* opted to poll the student body on these issues.

Beginning on Nov. 1 and remaining open until Nov. 7, the survey, which was repeatedly emailed to the entire student body, received a total of 268 responses; no questions were required, meaning that respondents were allowed to skip questions. Along with specific questions and issues, the survey included race and political ideology as demographic measures.

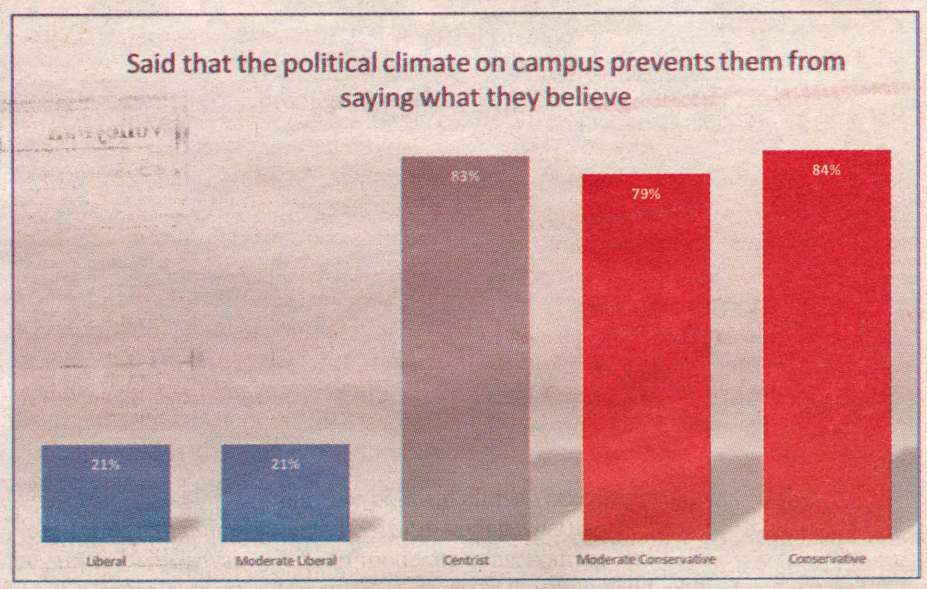
In summary, the survey painted a divergent picture of free speech on campus between those on the left and those on the right.

Political Ideology

In terms of demographic measures, the campus appears to skew leftwards. 100 respondents deemed themselves liberal, while 91 joined them as moderate liberal. On the other hand, 29 identified as 'moderate conservative, while 13 called themselves conservative. There was also 18 centrists. These political differences reflected similar divergence in later survey responses to free speech issues.

Most notably, campus centrists and conservatives report significantly higher levels of self-censorship than their liberal colleagues. 84% of conservatives indicated that "the political climate on campus prevents them from saying what they believe"; 79% of moderate conservatives and 83% of centrists agreed. On the other hand, only 21% of both moderate liberals and liberals reported self-censorship.

There was a similar divergence in reference to the types of views students believe they should be exposed to. In this case, 100% of conservatives, 100% of moderate conservatives, and 72% of centrists concurred with the statement that "Hamilton should expose students to all types of viewpoints even if they are offensive or biased against certain groups." 70% of moderate liberals concurred. Full-fledged liberals, however, demonstrated a significantly lower level of support for exposure to such viewpoints; only 38% agreed with the statement.



Furthermore, differing political ideology served as a predictor for differing views on Hamilton's "responsibility to bring an equal number of speakers from across the political spectrum." Those on the right supported such a potential initiative, with 92% of conservatives and 100% of moderate conservatives agreeing with the posited statement. Interestingly, however, 93% of moderate liberals concurred as well. Centrists were split, with 50% believing in Hamilton's prerogative to ensure an equal time-type regulation. Liberals,

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Trustees uphold honorary degree awarded to former U.N. Secretary General and Austrian President with hidden Nazi past

by Madeleine Maher '18
& Charles Dunst '18
EDITORS-IN-CHIEF

At the board meeting held on Oct. 21, Hamilton College's Board of Trustees opted to uphold an Honorary Degree awarded to Kurt Waldheim. The Hamilton archives website states that Hamilton gave Waldheim a Doctors of Law Degree in 1974. Hamilton alum Walter Kass H'78 P'16 first approached the board with a case to rescind Waldheim's degree in the mid 2000s. At that time, the board, under Joan Hinde Stewart, decided against rescinding the degree. Kass reintroduced the case this fall. The board discussed the matter and opted to uphold their original decision.

Waldheim, who passed away in 2007, served two terms as U.N. Secretary-General from 1972 to 1982. In 1986, during his campaign for the Austrian Presidency, it came to light that he served as a lieutenant in Nazi-occupied Yugoslavia and Greece during World War II. During his time, in which he served as a squad leader, Waldheim approved a packet of anti-semitic propaganda to be dropped behind Soviet Union lines, one of which concluded with the statement: "Enough of the Jewish war, kill the Jews, come over."

According to *Time Magazine* and *The New York Times*, Waldheim lied about the supposed early termination of his service; he returned to the army after recovering from an injury sustained in 1942.

Following his service, Waldheim completed his law degree at University of Vienna and joined the Austrian diplomatic service. While in the foreign service, Waldheim served as First Secretary of the Legation in Paris, in the Ministry of Foreign Affairs in Vienna, as Ambassador to Canada, and as Permanent Representative of Austria to the United Nations. Shortly after, he ran and was defeated in the 1971 Austrian presidential elections.

After this defeat, Waldheim was named Secretary General of the United Nations in 1972. Despite opposition, he was renamed to the same position in 1976. In 1981, Waldheim ran for an unprecedented third term as Secretary General. China previously vetoed his selection in 1971 and 1976, but he was selected after they changed their veto to abstentions. In 1981, however, China was set on removing him. After China refused to accept his ascension to a third term – vetoing him a record 16 times – Waldheim was forced to resign.

In 1986, Waldheim once again sought the Austrian presidency. Despite winning the presidency on June 8, the campaign cycle was marked by what would become known as the "Waldheim Affair." The World Jewish Congress, based on United Nations War Crimes Commission files, alleged that Waldheim had lied about his service in the SA and his time as an officer in Greece. Waldheim called the allegations "pure lies and malicious acts," although he admitted awareness to German crimes; "Yes I knew. I was horrified. But what could I do? I have either to continue to serve to be executed?"

Throughout his term as President – he served from 1986 to 1992 – Waldheim and his wife Elisabeth were deemed *person non gratae* by the United States; this designation placed them on a "watch list," thereby barring them from entering the country. Waldheim, however, was awarded a knighthood in the Order of Pius IX in a 1994 visit to the Vatican by Pope John Paul II.

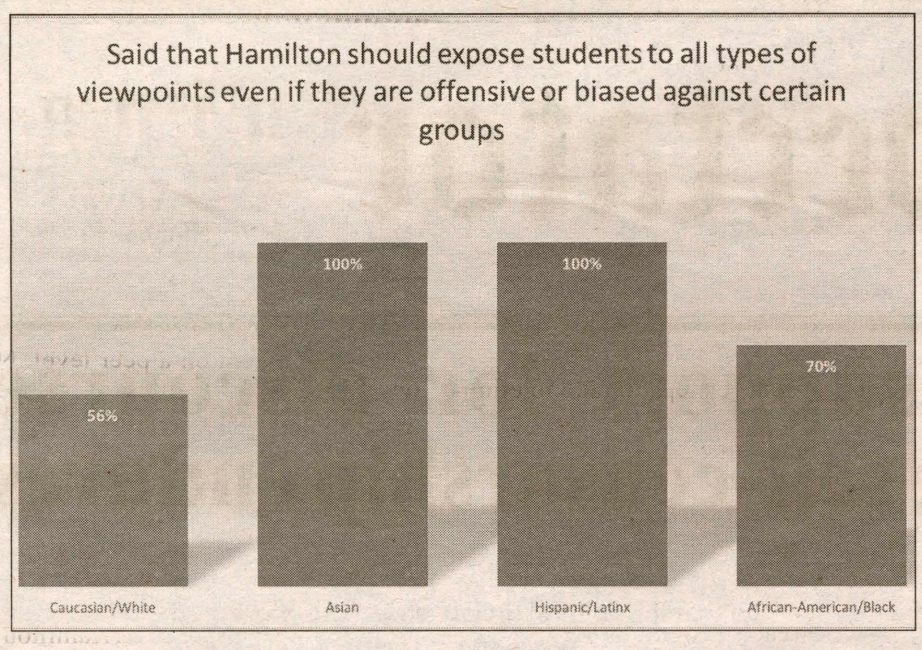
In a posthumously published letter, Waldheim said he regretted having voiced his "unequivocal" stance on Nazi war crimes too late in his life. Following his 2007 death, Ban Ki-Moon, the Secretary-General of the United Stations, issued a message "voicing sadness."

In his 1975 Commencement Speech, Waldheim, as quoted in the *The Lowell Sun*, told Hamilton graduates that "American disillusionment with the United Nations is based on excessive expectations of the world organization and on "a desire to draw away from the harsh realities of our changing world," adding, "The fact is that no nation, however large and powerful, can exist in isolation economically, politically or even military interdependence is a dominant reality now." The archives report having both a recorded audio and print copy of Waldheim's 1975 speech.

Susan Skerritt K'78 P'11, Chair of the Board of Trustees' Honorary Degree Committee, spoke to the board's decision to uphold Waldheim's degree. "The question regarding Kurt Waldheim's honorary degree came before the College's Board of Trustees years ago. At that time, the Board made a decision not to take any action. In response to the recent inquiry, the current Board discussed the matter at the meeting held on Oct. 21 and concluded that there was no new information to warrant changing the original decision," she told *The Spectator* via email. The College has never rescinded an Honorary Degree.

KURT WALDHEIM. PHOTO BY FRITZ BASCH

Throughout his life, Waldheim received many honorary degrees from colleges and universities, including the University of South Carolina, Harvard University, Williams College, and Skidmore College, amongst others . It appears that none of these schools have rescinded Waldheim's degree.



from **Free speech,** *page 1*

however, were antagonistic to such a proposal, with only 36% indicating a support for equal representations.

Racial Identification

Much like the campus as a whole, respondents to this survey were majority-white. Specifically, 203 respondents deemed themselves Caucasian/White, 19 identified as Asian, 17 as Hispanic/Latinx, and 10 as African-American/Black. 15 identified as Other.

White students were far more intolerant of offensive views than their minority peers. Only 56% of students who identified as white indicated that "Hamilton should expose students to all types of viewpoints even if they are offensive or biased against certain groups." This number was by far the lowest of all racial groups, followed by students who identified as African-American/Black; 70% of respondents in this community agreed that Hamilton should expose students to offensive ideas. 100% of students who identified as Asian and Hispanic/LatinX concurred with the presence of offensive and biased ideas on campus.

There were similar differences in reference to campus safe spaces as well. 30% of African-American respondents agreed that "Hamilton classrooms should be safe spaces for students"; 32% of Asian respondents concurred. White respondents demonstrated a higher level of support, with 49% supporting safe spaces. Hispanic respondents were the demonstrated the most support of classroom safe spaces, indicated by the 65% of Hispanic respondents who indicated support for the posited statement.

Another particularly notable result came in reference to Hamilton's "responsibility to bring an equal number of speakers from across the political spectrum." Students from all racial groups were in relative agreement, as 60% of African-American, 68% of Asian respondents, 65% of Hispanic, and 67% of Caucasian students concurred with this statement.

Student Assembly Legislation

In reference to Paul Gottfried's visit to campus, three students, Gwyn Sise '19, Phoebe Keyes '19, and Katherine Barnes '20, attended an Oct. 30 Student Assembly meeting to propose potential changes to the College's speaker policy.

Sise, at the meeting , proposed that any "organization not directly affiliated with the College should be required to: get permission from Hamilton College before pursuing bringing the speaker in, get permission from the whole department that this speaker would be lecturing for/in, and have students voice their opinion on whether this speaker should be brought to campus or not."

In essence, these three students aimed to create a process by which the College could determine which speakers are allowed to visit campus.

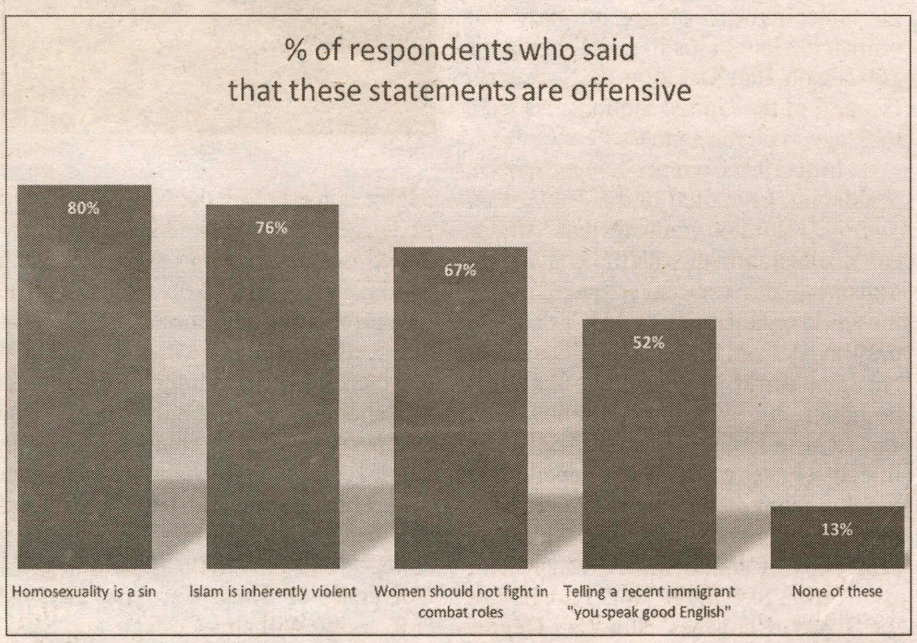
As Sise clarified, however, the goal of this students is "not to silence differing opinions on this campus, but rather to prioritize student agency in the classroom and create an environment of discourse."

Following these students' proposed third point — student opinion — *The Spectator* included a question to gauge the campus attitude to such a policy.

Specifically, we aimed to measure the level to wich students support their own agency.

Our statement, to which students responded "True" or "False," read; "Students should have to approve potential on-campus speakers."

Surprisingly, the majority of respondents rejected such a potential increase of their own agency, as 77% of respondents answered "False."

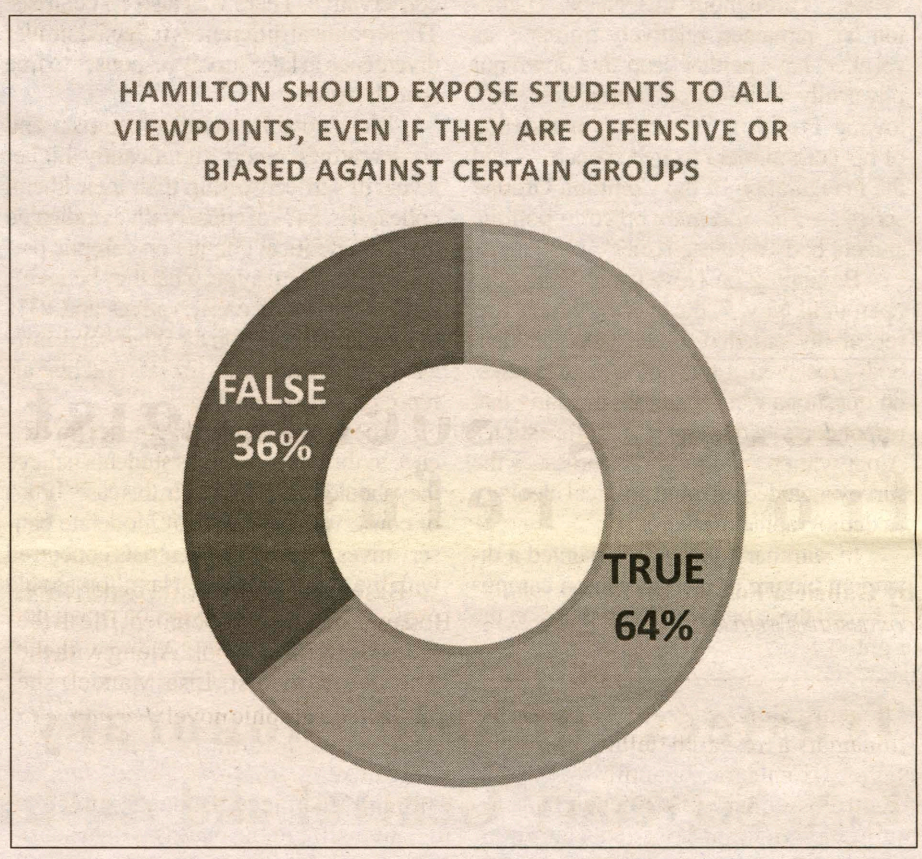


Student Body

Hamilton's campus undoubtedly skews left. In our survey, students were asked, "Which of these political candidates do you most identify with?"; the options included Bernie Sanders, Hillary Clinton, Donald Trump, John Kasich, and Ted Cruz.

Bernie Sanders was the most popular, as 40% of students identified most with him. Hillary Clinton was in a close second, securing the support of 35% of respondents. John Kasich was the clear Republican favorite, coming in third overall support with 15%; Donald Trump came next with 3.7%, while Ted Cruz had the least support — 3.6%. 2.9% of students did not choose any of the presented candidates.

Outside of preferred political candidate, the main issue which split the student body at large was the issue of safe spaces. Students were nearly split down the middle, in fact, with 49.2% agreeing that "Hamilton classrooms should be 'safe spaces' for students"; 48.8% disagreed. Students views on offensive speech diverged as well, with 64% agreeing that "Hamilton should expose students to all types of viewpoints, even if they are offensive or biased against certain groups"; 36% disagreed.


HAMILTON SHOULD EXPOSE STUDENTS TO ALL VIEWPOINTS, EVEN IF THEY ARE OFFENSIVE OR BIASED AGAINST CERTAIN GROUPS
FALSE
36%
TRUE
64%

Students, however, had notably different definitions of what qualifies as "offensive." *The Spectator* provided students with four options, asking respondents to select all they deemed to be offensive. The results are as follows: 80% qualify "homosexuality is a sin" as offensive, 76% qualify "Islam is inherently violent" as offensive, and 67% qualify "women should not fight in military combat roles" as offensive. Only 52% qualified telling a recent immigrant "you speak good English" as offensive. 13% of students found none of these statements offensive.

Along with defining offensive speech, we asked students to determine which individuals, with which views, they believe should be allowed to speak on campus. Once again, students were provided with multiple options and asked to select the speakers they believe should be allowed to speak on campus. Speakers with the below-listed views received the percentage of support indicated by the numbers in parentheses: Christianity is backwards (72%), Israel shouldn't exist (68%), Palestine shouldn't exist (67%), all white people are racist (65%), Islam is backwards (62%), and the average IQ of whites and Asians is higher than that of African-Americans and Hispanics (49%). Additionally, 16% of respondents indicates that none of these speakers should be allowed on campus.

These results demonstrate a bit of inconsistency, as students are ten percentage points more willing to hear the views of an anti-Christian than an anti-Islam speaker. This is curious, however, as students did not demonstrate such hypocrisy in reference to Israel and Palestine; only 1% of respondents favored a potential anti-Israel speaker over a potential anti-Palestine speaker.

Summary

While the campus certainly skews left, Hamilton does not appear to be plagued by many of the notorious free speech issues which have promulgated at countless other colleges.

Students are overwhelming in support of free speech, with 96% agreeing that "free speech is a positive thing." On a similar note, the clear majority of students — 95% — do not believe "it is acceptable to use physical force to silence a speaker who makes 'offensive and hurtful statements.'"

Although students — across political and racial lines — appear to support free speech, this speech is clearly not unlimited in practice.

In reality, 40% of students indicated that the political climate at Hamilton does in fact prevent them from saying what they believe, either in the classroom or in social situations.

This demonstrates that Hamilton classrooms, and the surrounding community, may be stifling students' ability to express themselves.

This raises the question: why should students, especially conservative students, as indicated by the survey, pay over $240,000 for four years of an education in which they feel the need to self-censor themselves?

Finally, along with the 268 respondents over a week-long period, *The Spectator* received three complaints from students.

These students asserted that questions were either leading, too context-dependent and complicated, or biased. These complaints have been noted and will be addressed in future *Spec* surveys.

SMART expands training programs with PASA and STOP

by Sarah Salimi '20
NEWS EDITOR

Last December, Emily Eisler '17 reported on SMART (Sexual Misconduct and Assault Reform Taskforce)'s mission on campus, with their ultimate goal being to eradicate rape culture on the Hamilton campus. Within its first year, SMART worked on many important projects on campus. One of the most significant projects SMART undertook was the creation of the Policy Advisors for Sexual Assault (PASA) program.

PASA is designed to be a more in-depth resource for survivors to supplement other successful confidential resources like SAVES' Peer Advocates, the Chaplaincy, and the Counseling Center. SMART believes that one of the reasons rape culture is so pervasive at Hamilton is because survivors are unable or unwilling to report their experiences to the administration. The PASA program is designed to simplify this process and encourage higher rates of reporting. Advisors will be intricately trained to understand Title IX, Hamilton's policy, and how to emotionally support survivors. PASA advisors will work side-by-side with survivors through every step of the reporting process. Depending on what the survivor is seeking support with, they can act as a friendly, knowledgable face, a resource for complicated questions, or a full-fledged silent advisor through a formal investigation.

What makes PASA unique is the degree of support that it brings survivors. PASA advisors are students rather than faculty members, which enables them to develop a stronger rapport with those who seek them as resources. They are intended to walk survivors through each stage of the investigation process, coming with them to meetings and interviews as silent participants offering their emotional support through their presence. They are also intimately familiar with federal Title IX guidelines, enabling them to be better advocates for students as they engage with the administration.

SMART did not stop at creating the PASA program, however, and believes there are more steps to take to eliminate rape culture at Hamilton. In this way, the organization's Programming Committee works alongside the Policy Committee, and has spent the last two semesters creating and establishing a program called SMART Talks, to be facilitated by Student Trainers for Outreach Programming (STOP). Those who apply for the STOP program would be trained to facilitate SMART Talks – small, concentrated discussions – in an informed and thoughtful way. STOP was created for two purposes: to lead SMART talks, and to create a large group of people to facilitate conversations, who have the proper training to lead them in an informed and thoughtful way. According to Hannah Fink '19, SMART Talks were created to respond to a "clear lack of intimate, informational, intentional conversations around sexual assault" on campus. SMART talks are organized around a dialogic model, rather than lecture style. Fink explained that this facilitates real student engagement on a peer level. No one SMART Talk is the same. Each organization that receives a SMART Talk fills out a questionnaire and survey to list what they would like to discuss at the SMART Talk.SMART's Programming Committee works with organizations via SMART Talks, such as sororities or fraternities, to take charge of their influence on Hamilton's campus knowledge of sexual assault and violence. Fink explained that the ultimate goal of these programs is to facilitate conversation around thesethe creation of "those difficult yet very important" issues ofconversations around sexual assault, serving the larger goal of dismantling the prevalence of rape culture on campus.

SMART is currently accepting applications for the PASA and STOP programs. Beyond their work within these two programs, they are committed to creating a safe and comfortable space on campus for all Hamilton students.

Visiting sociologist shares experiences from refugee crisis in Europe

by Gabriela Foster '18
CONTRIBUTING WRITER

This Monday, Nov. 6, Yasmine Bouagga, a research fellow from the National Center for Scientific Research's (Centre National de la Recherche Scientifique) in France visited Hamilton to discuss the current refugee crisis in Europe. As part of the "Politics, Power, and Organization" division at the CNRS, she discussed the refugee community located in Calais, a northern port city in France.

As one of the poorest cities in France, Calais was not prepared to accommodate the thousands of migrants fleeing the Middle East and Africa. It is one of the largest refugee camps in Europe, serving as a home to 10,000 people. Bouagga traveled to the Calais "jungle" and visited the camp for over a year.

Her goal was to understand and record the lives and perspectives of individuals living in refugee camps. Her talk focused on the following topics: who are the refugees, who are the volunteers helping them, and what are the governmental responses of France and the European Union.

During her talk, Bouagga emphasized the fact that refugees who end up in Calais are seeking asylum in England. The majority of individuals in the camps are young men, many of whom are unaccompanied minors seeking a better life in the U.K. They are coming from countless conflicted states in the Middle East and Africa, including Iraq, Sudan, Kurdistan, Eritrea, and Syria. Since the U.K. is not part of the Schengen Agreement, which allows free movement amongst treaty states, they maintain control over the borders. This provision makes entrance from Calais more difficult.

Based on her first hand experience, Bouagga decided to document life in the camps by writing a book. Along with the help of a cartoonist, Lisa Mandel, she published a graphic novel: *Les nouvelles de la jungle (de Calais)*, which translates to *News from the Calais Jungle*. Through this piece, Bouagga attempts to convey life in the camps with a sense of humor. Additionally, Bouagga's work attempted to connect refugees with average Europeans.

During her talk, Bouagga gave an example of works found in *Les nouvelles de la jungle (de Calais)*, which portrayed two side-by-side images. The first cartoon portrayed group of working professionals, each with nametags stating their jobs (e.g. doctor). The parallel cartoon illustrated the same individuals, however, all had nametags that read: migrant. Bouagga utilized the medium of cartoons to communicate the dehumanization of the refugee crisis for many Europeans.

Bouagga also discussed the fact that Calais jungle is a territory within French control, but operates as a forgotten city. Refugees work with NGOs and freelance volunteers to create some form of self governance. The French government has significantly attempted to help these emigrants.

Despite the misery within the camps, Bouagga highlighted the resilience of individuals living in Calais. NGOs and independent volunteers helped residents create a sense of community, as well as provided humanitarian aid. They contributed by building shelters, schools, medical centers, art centers and handing out food. Additionally, community centers and theaters were constructed for young children.

Bouagga referred to the overwhelming move to create these public services by residents and volunteers as "collective mobilization" against French abandonment of refugees. Despite the progress made within the camps, the environment was still very dangerous with fires, violent fights and illness running rampant. These factors eventually led to the destruction of the camp in Oct. 2016. The migrants were either relocated to "welcome centers" or thrown out onto the streets.

Despite the current French administration's pro-migrant stance, there has been little done to help refugees. Specifically, Bouagga referred to the low number of refugees that the U.S. takes every year, and it's decline of the past few years.

PHOTO COURTESY OF LISA MENDEL

Bouagga passed around her graphic novel, *News of the Calais Jungle,* during her lecture. The cover is pictured above.

Mr Burns: a post-electric play & a challenge worth embracing

Every year, students' performing arts talents are displayed in a variety of productions put on by the Theater Department, student-led groups like Untitled at Large, and other on-campus organizations. The two mainstage productions are arguably the biggest theater events of the fall and spring semesters on the Hill, and this year is no different.

Opening on Nov. 2 and running through Nov. 11, *Mr. Burns: a post-electric play* tells a story that spans time and societies, melding aspects of dystopian fiction, late-stage capitalism, survival epics, and, of course, The Simpsons to create an engaging, perplexing, and thought-provoking spectacle, the likes of which has not been produced on this campus in many years. Part-drama, part-comedy, part-musical, the play manages to pack a humanity's worth of material into three acts. Students, faculty, and other community members who miss out on the opportunity to see this show will deprive themselves of an opportunity to witness excellent acting, music, and special effects, as well as a chance to grapple with challenging art, which has become, well, a lost art.

In recent history, art has been increasingly synthesized, digested, and simplified into mindless entertainment. Media companies like Buzzfeed have made conscious efforts to tailor their content to video-based platforms, with pieces rarely lasting longer than a minute or two and featuring colorful, well-lit characters offering (seemingly) straightforward and succinct takes on all matters deemed worthy. So when "Mr. Burns" advertises a 2 ½ hour runtime, abstract themes, and a storyline that is hard to follow at best and inaccessible at worst, it is initially understandable why there could be hesitancy to buy a ticket. It is precisely because of these "out-of-fashion" factors, however, that all who are able should attend one of the performances.

Performances such as these, while challenging, are worthwhile, whether or not you understand "the deeper meaning" behind them. Fortunately, audience members are not tested on the material after the show, nor are they asked to analyze any particular aspect of the production. Their job is merely to sit and watch. You may be frustrated, exhilarated, intimidated, or lost, but this struggle offers what the snaps, gifs, and loops do not—live, human expression, just a few feet away from your face. Whatever you find interesting, be it the acting, sound, set design, plot, staging, or anything else, focus on that, and the rest will come naturally.

Cast and crew members of "Mr. Burns" have undoubtedly been working incredibly hard over the past three months to produce this show, and therein lies another reason to attend; these are your classmates, peers, and friends who have undergone considerable acts of transformation—physically and mentally—for the express purpose of your enjoyment. As those who have seen the show will tell you, it is a remarkable result.

It is a privilege to be able to offer and consume so many different forms of art on our campus, let alone in spaces with resources as advanced and vast as the Kennedy Center and other buildings offer. "Mr. Burns" is only one of many shows and performances to see, but it serves as an example of the necessity such art and why it demands to be viewed—even (especially) when it pushes us outside our comfort zone. So go enjoy this journey through the post-apocalyptic, nuclear wasteland, and remember that even though it might be difficult, it will be worth it.

The Spectator

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Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college, and Hamilton community members.

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1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. *The Spectator* reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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The purpose of the newspaper is to provide the Hamilton Community with an honest, fair, timely, and high-quality publication.

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Celebrating 170 years, we were first published as The Radiator *in 1847.*

Dying to drink: the toxic cultural phenomenon of blackout drinking

by Allie Duggan '20
Opinion Editor

"Take this, you look like you need it."

I was visiting a friend who had graduated the year before me during my senior year in high school. To say the college process had been stressful would be the understatement of the century. I was more than ready to let loose and have fun. We had already taken three shots of Peach Svedka vodka in her cramped dorm room with her five closest friends before heading to one of the many frat parties happening on campus that weekend.

Once at a party, we made our way over to the pong table and she handed me a red solo cup of "jungle juice," saying, "Forget the stress! Let's just have fun tonight!"

This was my first introduction to the "blackout"—the idea that, to let loose and have fun, one must drink to the point that they have submersed themselves in so much alcohol that they have little to no recollection of the night before.

Much of this trend is derived from the fact that society and media have created the expectation that drinking, and drinking heavily, is just a part of the college experience. In fact, according to NPR, federal health officials say that "more than 80 percent of college students drink," and "about half say they binge drink. This means more than four drinks for women and more than five drinks for men, within a two-hour time frame."

The report continues, saying these habits can be explained by "the unfortunate collision of the brain's biology with a hard-to-resist environment," which means that at 18-years old (the age of the average first-year student), the brain, still deemed adolescent, is exposed to this extreme and culturally-accepted behavior. It is not until your mid-20s that the brain is fully developed, and before this occurs, the part of the brain that seeks reward and stimulation is at its peak.

What makes this overlap most dangerous is that the part of the brain that is capable of controlling impulsive behavior is also not yet fully developed in 18- and 19-year olds. Thus, people at this age who heavily drink are more likely to participate in risky behavior such as drinking and driving, going swimming, and having unprotected sexual contact.

This is an important reality that leads to the unfortunate statistics from a recent *New York Times* article that say, "More than 1,800 students die every year of alcohol-related causes. An additional 600,000 are injured while drunk, and nearly 100,000 become victims of alcohol-influenced sexual assaults. One in four say their academic performance has suffered from drinking."

The question remains, what leads people from transition from recreational drinking to pursuing the phenomenon that is the blackout?

In short: stress.

Small, elite colleges are pressure cookers for stress and competition among peers. Students are constantly trying to outdo the person next to them with grades, extracurricular activities, sports, and internships. Worse, no matter how much you do or how well you do it, it never feels like enough. The need to create a stacked resume becomes even more intense than it was in high school because it is not just college on the line, but a job and real life. It becomes an obsession.

This leads students to drinking as an escape. It becomes a recognized and accepted way to relieve stress. Especially at small colleges, one becomes too comfortable with his or her surroundings and feels safe getting drunk to the point of blacking out because it is relatively easy to make it back to one's dorm on a compact campus.

Additionally, we mutually support each other in this practice. We think it is funny to show your friends videos of themselves the next day after a night of "blacking out," telling them stories about what they said to people, who they made out with, validating their actions, and subconsciously encouraging them to do it again.

Even if you do not personally participate in this phenomenon, you accept that it is a normality. Any criticism of such habits would likely be perceived as "too judgemental."

The issue of blackout culture is not going away anytime soon as long as we continue to support it. We need to be educated on the long-term effects of binge drinking, like nerve and liver damage, depression, seizures, and cancer, as well as the short-term effects like alcohol poisoning, increased risk of sexual assault, and injuries.

WWW.PIXABAY.COM

As long as we continue to treat binge drinking and the blackout culture as an accepted coping mechanism for stress, social anxiety, and other issues, it will continue to be a problem plaguing college campuses. We need to dispel with the notion that Ashton Katherine Carrick outlines in *The New York Times*:

"At the end of the day, for a lot of students, forgetting will always be the best option."

Thumbs Up

IMF Concert.
It's time to watch your favorite boy play some music!

Zach got new glasses.
They look absolutely darling.

Recent elections.
Danica Roem defeated an anti-LGBTQ candidate to become the first openly transgender delegate in Virginia.
We'll take all the positive news we can get.

Thumbs Down

It's cold and I don't have gloves and my hands get really cold whenever I ride my bike.
I realize that this is easily resolved, but it's much easier and emotionally satisfying to use my public platform to complain about it instead.
Also, the change from summer to winter weather was so fast, we can't be blamed for a delayed response.

Who Cares?

Michael Chabon might change his name to FOODGOD?
Martha Stewart once posted a closeup pic of him and was like, "Who is this guy? He says he's famous!" Lmao.

According to the SA minutes, our fruit concerns are being addressed.
We wait for crisper red apples with bated breath.

by Tara Cicic '18 and Rachel Alatalo '18

Disclaimer: The views expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

Letter to the Editor: Responding to "Speaking up, Making change"

Dear *Spectator* Editorial Board,

Last week, *The Spectator* published an editorial called "Speaking Up, Making Change," which says "as Hamilton students, we are lucky enough to be guarded by an administration that understands the gravity of sexual harassment and uses comprehensive preventative and disciplinary measures." It goes on to list reasons why this is true, reasons which are not reflected by the culture on campus. While it would be nice to think that this is the case, Hamilton actually has not demonstrated concrete support for survivors or even consistent acknowledgement of the issue.

Of the 22 potential violations of the College's Sexual Misconduct Policy and 8 formal complaints (and of an even larger number of unreported assaults that happened last year), two people were sanctioned for sexual misconduct. Nationally, 1 in around 5-7 women on campuses are assaulted - these numbers do not line up with progress. People who are close to this issue know that the Title IX office in the last year has belittled people's experiences, failed to respond to them, and intimidated them out of pursuing investigations. Current and past Title IX coordinators are typically hired from inside the college, and are generally inundated with other responsibilities on campus or lack experience with Title IX laws. Hamilton deserves a Title IX Coordinator who knows the issue well and knows how to deal with it effectively.

In September, the Dean of Students office sent out an email responding to Betsy Devos's intentions to roll back Obama-era policies on campus sexual assault. The email did little to condemn this idea - it provided no reassurance to survivors that policies wouldn't change.

It is not enough to require every organization to attend Title IX training, especially when the training is only 20 minutes long and includes videos that compare sexual assault to tea.

Rape culture permeates every part of society – Hamilton College isn't immune to it. To those who wrote the editorial, it is not your fault you believe Hamilton adequately supports survivors. To an outside eye, this would appear to be so. However, the culture on this campus and the way the administration treats survivors has led to people being afraid to come forward or even foster conversations around it. To actually eradicate this issue, let's work towards holding the people in charge accountable and creating a culture of open conversation and progress rather than silence.

Sincerely,
Gwyn Sise '19

With great power, who has the responsibility? Students should not be asked to police themselves

by Peter Briccetti '19
Production Editor

A few weeks ago, on Saturday Oct. 21, students threw a dance party in the largest of the vacant, concrete-walled rooms in the decommissioned List Art Building. The room's walls were covered in black-light paint, invisible until exposed to UV rays and unnoticeable under the normal fluorescent lights of the room. Putting aside the ironically pleasing and clever trick of creating a room that becomes decorated only under the proper conditions, we cannot give credit for this feature to those who planned this event.

Rather, there is a precedent of throwing parties in that particular room that goes back a number of years. The space has been unused since the Kennedy Center opened its doors in 2014 and took over as the Physical Art hub on campus. As with the previous party to take place in List, there was music, dancing, and no serving of alcohol. And, completely justifiably, in just over an hour, the gathering was broken up by Campus Safety and its attendees dispersed.

The actions that took place at this gathering and those that preceded it quite clearly broke a number college policies and rules. As we all know, parties are thrown every year on this campus that break policy in spaces that are not properly supervised or sanctioned. We can all agree that breaking the rules is not the safest way to host an event.

In looking through the Nov. 6 Student Assembly minutes, I quickly concluded that neither the student body or the Student Assembly should have to hold itself more accountable or police itself to cut down on future situations such as this most recent List party.

In the past, individuals who broke the rules have been held responsible by the system we have in place for situations exactly like this. Student Assembly, and students in general, should not feel compelled to do anything more than condemn these illict events.

To be clear, this type of self-policing is not the job or jurisdiction of Student Assembly. In fact, we already have a system in place for the enforcement and punishment of students who break college policy, the commonly understood "points" system applied in conjunction with Campus Safety. The individuals responsible for this party, whoever they are, will most likely have to face this system in some way or another.

Illicit parties are nothing new on this campus. In the past, individuals who broke the rules have been held responsible by the system we have in place for situations exactly like this. Student Assembly, and students in general, should not feel compelled to do anything more than condemn these illicit events.

And what would be the goal of further whistleblowing from within the student body against fun, safe, and creative events like this? Ultimately, it will serve to drive even more students downtown to unofficial and unsafe fraternity and sorority parties or bars where they will illegally enter with fake IDs and break the law. Students without a disposable income may not be able to afford nights out at bars downtown or the prohibitive cost of joining a Greek organization.

With coordination and cooperation with Residential Life, the solutions to our problems can be found right here on campus with expanded social spaces and guidelines to keep them safe. If anything, even though it broke policy, the alumni weekend List party was safer and closer to our campus' social life problem than anything found down the Hill. Either way, we should trust the systems in place to deal with such events rather than asking students to do more than they can or should.

Letter to the Editor: Racists in the classroom

Dear *Spectator* Editorial Board,

On Oct. 25th, Paul Gottfried, a historian, came to speak at two Hamilton classes. His appearance, unannounced to the Hamilton campus until two days prior, was ostensibly to discuss his writings on fascism and on the conservative movement. However, Gottfried is also a former mentor and collaborator of notorious white supremacist Richard Spencer. Gottfried has himself expressed belief in the genetic superiority and inferiority of different races and suggested that some groups of people are inherently unfit for self-government. An article of his on the website of the racist organization *American Renaissance* lays out these views quite plainly.

I do not presume to judge Gottfried's expertise as a historian. Frankly, I don't care, because Gottfried is an unapologetic, practicing racist. He does not belong on our campus and should never have been here.

Gottfried's presence in the classroom meant that students were required to listen to a speaker, presented as a distinguished scholar, who believes that some of them are genetically unfit to be at an institution like Hamilton. Sure, he was not invited to discuss his views on race, but these views were readily unearthed by our students, and discussion of them was virtually inevitable. Based on what I have heard from various students, his racist views came up via questions in at least one of the two classes. Though Gottfried apparently hemmed and hawed a bit, in the end he did not disavow his own racism and perhaps even doubled down on it.

A number of students said that they appreciated the opportunity to challenge Gottfried. Some people have pointed out that a liberal arts college is a community dedicated to open discourse and debate. But a liberal arts college is more than that. It is also a community dedicated to the intellectual development of its students and their professors. In addition, it is a workplace and also, for students, a home.

Though students showed courage and insight in questioning Gottfried, this does not at all legitimate or excuse his presence on campus. A discussion over the relative genetic fitness of different groups might seem like a chance for a bracing argument or an opportunity to refute a loathsome adherent of so-called "scientific" racism, a long discredited theory. A willingness to engage this issue reflects John Stuart Mill's notion of unfettered discussion and relentless testing of values and beliefs as necessary means toward the truth. The Millian view calls on us to entertain even vile and baseless positions so that we can be more secure in our own convictions. However, in some cases this path to the truth, even if it ultimately leads to the rejection of racism, may have unacceptable costs, even casualties.

Inviting a figure like Gottfried into the classroom puts the very humanity of members of our community and the legitimacy of their presence here up for debate. As Government professor Gbemende Johnson put it, "Whatever value may exist in such discussions, it is difficult to have a piece of your humanity and existence constantly sacrificed at the altar of pedagogy." Those who urge in the name of free expression that we can subject even the basic humanity and dignity of members of our community to debate are often straight, white men like me who are rarely, if ever, the subject of such debates. Moreover, such discussions also embolden individuals, including on our campus, seeking to justify their own racism.

Certainly, Hamilton has invited other speakers with controversial and even offensive views, including some with very reprehensible baggage. However, the poisonous and very personal, threatening, and divisive effect of racist discourse is virtually unparalleled. Its mere utterance is a personal attack on real flesh-and-blood human beings—colleagues, coworkers, classmates, and friends—and an attack backed up by centuries of state-sponsored racist terrorism and white supremacism in our country. And the threat posed by racist discourse is especially dangerous now. The recent outbursts of white racist violence in Charlottesville and elsewhere, not to mention the 2015 massacre at the Emanuel African Methodist Episcopal Church in Charleston and other hate crimes in the past several years, should give us pause about who we legitimize through invitations to our classrooms. White nationalism is now a self-conscious, organized movement with a very visible public presence, bolstered by approval from the current occupant of the White House.

Lest someone who reads this think that I am attacking conservatism, the views articulated by Gottfried and other white supremacists are not conservative and are unworthy of the rich intellectual tradition of conservatism. No, these views are radically reactionary and totalitarian.

I would add that while open debate is a cherished value, it is not an absolute one. Speakers on both left and right have urged limits on who should be invited to campus. A number of years ago, some members of our community raised hell when Ward Churchill, another speaker with reprehensible views, was invited to Hamilton. Churchill had made ugly, offensive remarks about the victims of 9/11. Though he was not invited to speak specifically about these comments, several faculty members—rightly, I would emphasize—brought these remarks to the attention of the community and argued that Churchill was unworthy of being a guest of the college. Given the obvious parallels with Gottfried's visit, I would ask that we maintain consistency here.

In short, the expression of racist views and the consideration of them even as worthy of legitimate debate serves not to promote freedom and open expression. Rather, it serves to intimidate, threaten, and silence.

Sincerely,

Peter F. Cannavò
Associate Professor of Government
Director, Environmental Studies Program

Disclaimer: The views expressed in the Opinion pages are those of the writers. They are not necessarily representative of the views of *The Spectator* editorial board.

Bachelor and Bachelorette

Mason Sheridan '20

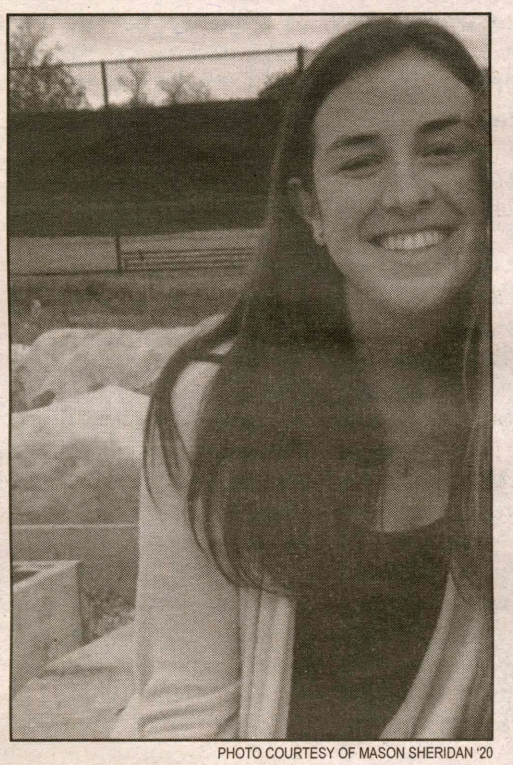
PHOTO COURTESY OF MASON SHERIDAN '20

Hometown: *Charlotte, North Carolina.*
Home on Campus: *Bundy East Quad.*
Major: *Art History.*
Turn on? *Flowy hair I can run my fingers through.*
Turn off? *Humble bragging.*
If you were a dorm which would you be and why? *Carn, a nice dorm that still likes to get sloppy.*
If you had to describe yourself as the love child of any two musicians, whom would you pick and why? *John Mayer and Quinn XCII, they're versatile and dynamic.*
What advertising slogan best describes your life? "*Help I've Fallen and I Can't Get Up."*
What TV genre best describes you? *"Binge-worthy TV Shows Featuring a Strong Female Lead."*
What's the best pick-up line you've ever used/had used on you? *"Well I would make you dinner, but I already know I'll be making you breakfast."*
What's your type? *Tall, funny, a good hugger, and will dance with me.*
What are three things you cannot live without? *Peter's Cornucopia, oversized sweatshirts, wall decorations.*
If you were any social space, what would it be? *The deck at Breakaway.*
Where do you go when you want to be alone? *My car.*
If you could join one group on campus, what would it be? *Hamiltones because it would mean I miraculously could sing.*
What's your patronus and why? *A bear, because the online quiz I took says so.*
If you could break one rule at Hamilton and get away with it, which would you choose? *Park wherever I want.*
What would you give a thumbs up? *Random acts of kindness.*
Who would you say is your campus crush? *Fiona the bulldog.*
Who would you say is your faculty crush? *DiCicco-Bloom (I know he no longer teaches here but I will never get over him).*
What is the weirdest thing currently in your room? *A baby doll.*
If you could remake the points system, what would be the number one offense? *Walking slowly on Martin's Way.*
If you were a food, which would you be and why? *Key lime pie, it's both sweet and tangy.*
Lights on or lights off? *On, but really dim.*
Favorite campus study spot? *The living room in my quad.*
What's the last lie you told? *"I didn't take one of your fries I swear."*
What was your first thought this morning? *"Why the hell did I agree to do two 8:00am shifts a week."*
Which American historical figure are you attracted to and why? *Abraham Lincoln: strong, sensitive, can pull off a hat.*

Geoffrey Ravenhall Meinke '20

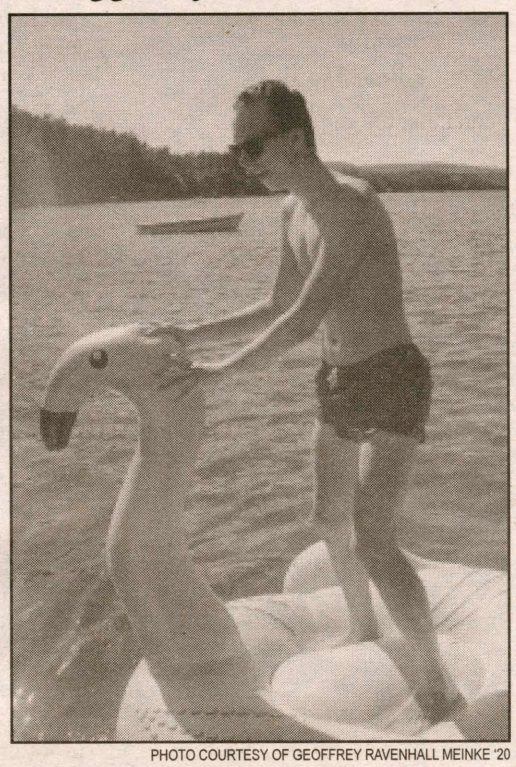
PHOTO COURTESY OF GEOFFREY RAVENHALL MEINKE '20

Hometown: *New York City.*
Home on Campus: *The sweaty basement of Wally J.*
Major: *Chinese and Sociology.*
If you were a dorm which would you be and why? *Dunham because I'm a mess but very conveniently located.*
If you had to describe yourself as the love child of any two musicians, whom would you pick and why? *Mariah Carey and CupcakKe because I'm just that festive but "Deepthroat" is a bop.*
What advertising slogan best describes your life? *Thirst knows no season.*
What TV genre best describes you? *Reality.*
What's the best pick-up line you've ever used/had used on you? *"I live in Sken."*
What's your type? *Anyone willing to give me the attention I need and deserve.*
What are three things you cannot live without? *My three daily large iced magnums, social media drama, mixies.*
If you were any social space, what would it be? *Bundy Dining Hall #BOoGO.*
If you could join one group on campus, what would it be? *Heat because I want a crop-top.*
What's your patronus and why? *Paris Hilton. She has a very maternal energy and also once commented on my insta.*
What would you give a thumbs up? *Crawls.*
What would you give a thumbs down? *Late night jitney.*
Who would you say is your campus crush? *PERCIE SERVICE ANGEL.*
Who would you say is your faculty crush? *Obviously Daddy Wipp.*
What would your perfect date be? *Zoom Tan and Panera.*
If you could remake the points system, what would be the number one offense? *People who act like the 2nd floor library social hour lasts all night.*
If you were a food, which would you be and why? *The custom topping pasta at Commons because I am extremely appealing and require special preparation before being offered for public consumption.*
Lights on or lights off? *Fire hazards only.*
What's the last lie you told? *My mom asked me why all the cups at Hamilton are red and I said "dedication to aesthetics."*
What was your first thought this morning? *It is entirely too early for me to be awake (it was 9:15).*
Which member of Disney royalty are you? *One of Cinderella's evil stepsisters because they were baddies and would do anything to be trophy wives.*

TBT: Athletics for Hamilton College

by Grace Myers '19
Production Editor

In the interest of fostering a sense of pride for Hamilton College's past, and to connect this past with Hamilton's present and future, The Spectator *has decided to re-publish a collection of archived articles.* The Spectator *will feature pieces from this week, 10, 20, 30, 40, or 50 years ago. This issue's TBT was originally published Nov. 6, 1917.*

Prettyman Will Help

Providing that students give their support, two new athletic sports, soccer and hockey, will soon be inaugurated on the Hill. There has long been the opinion that there are too many men on the Hill who are not taking some part in athletic exercise and as long as football only takes care of a small portion of the men in college, some other sport, more easily adaptable to every one is needed. Coach Prettyman is in favor of giving the men a chance to play soccer this fall, as it does not require a large equipment or great skill to enjoy the pastime.

Soccer Game Today

This afternoon the Department of Intramural Sports will arrange to have a soccer ball and goal posts erected on the quadrangle in front of the Gym and all men are requested to come out and try the game. 22 men are needed to have a game and if more are present, a place will be found to accommodate them. As military drill comes on Monday, Wednesday, and Friday afternoons, Thursday will be only other day available for soccer. If enough interest is shown by the men, a Round Robin Tournament of six games will be held between the four classes.

Hockey This Winter

With the near approach of winter the question comes, "Will the students on the Hill support a skating rink this winter?" Coach Prettyman, who played varsity hockey at Springfield and who was connected with the sport in Buffalo, is anxious to see the men take it up here as he believes in the benefits to be derived from skating. Coach Prettyman said that the rink could not be constructed and kept in condition unless the men back it up and lend their support for keeping the rink in condition.

Plans at present are to have a rink, ninety by one hundred and forty feet in front of the Chemical Laboratory where the tennis courts now are. It will extend from the little gas house to the terrace in front of the laboratory and is the most advantageous spot on which to build a rink. Electric lights would be strung over head and thus the men could use the rink evenings. One of the obstacles to overcome is that of upkeep and Coach Prettyman suggested that each crowd take turns at clearing the snow and smoothing the surface. A man would have to be hired to take charge of the freezing and spraying.

With a good rink on the Hill, Interfraternity hockey could be developed.

November, 1917

Pros & Cons

by Molly Geisinger '19
Features Editor

Spec had a chat with CAB program coordinators Joshua Rothstein '19, and Joey Dixon '18 about the pros and cons of cancelling the spring concert.

Pros

Cancelling the spring concert will allow the Campus Activities Board (CAB) to funnel the funds from the spring concert to the Class and Charter Day concert. Let's all be honest, more money means more fame. CAB could invite a bigger act with more name recognition. More funds will also open the door to booking someone who is already well-known. A bigger name will then give people more incentive to these concerts. More people means more fun.

Cons

When CAB proposes a change as big as this one, there will inevitably be more cons. The first con is that no spring show means one fewer concert, one fewer night when everyone comes together, and one fewer opportunity to make the NESCAC snap story.

Cancelling the spring concert lends itself to making C&C Day the must-visit event because everything will ride on it in the spring. That means that missing it can result in a serious, and completely justifiable, case of FOMO. Sports teams and clubs who need to be off campus are the main victims of this change. If they miss this concert, they will not have attended any concerts of the entire semester. Even more, they would need to wait a full 365 days until the next C&C Day.

Bad weather on C&C Day, a feature of the past two consecutive years, will also impact next year's concert more than it does now.

The benefits of the current structure means Hamilton can book new and upcoming names. Remember the Chainsmokers? Capital Cities? Take a look at D.R.A.M. now. His song "Broccoli" featuring Lil Yachty hit the U.S. Billboard Top 100 and D.R.A.M. has performed alongside other rappers in the industry such as Chance the Rapper and Ty dolla Sign.

Finally, cancelling the spring concert means no concert until May, no fun night to get students through the blistering cold tundra that is upstate New York.

ROM WHERE I SIT: *Rick and Morty*

by Sophia Guo '21
Contributing Writer

Growing up watching Japanese anime, I never found American cartoons interesting until I came across the show *Rick and Morty*. It is about Rick, a mad scientist going on multiple adventures with Morty, his slow-in-reaction grandson, and Summer, Morty's sister.

According to Rick, he keeps Morty as his companion because his grandson's "special" brain waves can cancel out waves from Rick's "genius" mind. Then Rick can explore the universe undetected by the Galactic Federation, which lists Rick as one of their most dangerous persons of interest.

The convoluted plot full of twists is the major feature of this cartoon. In one episode, Rick invented a love potion to make Jessica, Morty's crush, fall in love with Morty. However, the love portion was carried away by the flu on Jessica and infected everybody but Morty's family on Earth. Rick then created a counteractive portion, which surprisingly turned people into cronenbergs. Realizing that they could not save this world anymore, Rick and Morty abandoned their family and fled to one of the infinite multi-universes. In this universe, the original Rick and Morty died, accidentally, as they were involved in an experiment. It already seems hard to fit this much content in a show under twenty-five-minute show, but when so people unexpectedly, horrifyingly transform into Cronenbergs, it gives the audience an additional, visual shock. At the end of the episode, Rick and Morty buried the bodies of the dead themselves in the backyard. This leaves the audience with a trace of sadness that contrasts with the overall hilarious atmosphere, creating space for us to think about the moral lessons and philosophical themes of the show.

As a sci-fi cartoon series, Rick and Morty features common sci-fi elements, such as portal guns and intergalactic spaceships. Meanwhile, the director pays homage to specific cinematic classics by bringing and re-adapting those ingenious, visionary and sometimes groundbreaking ideas to the screen. In S01E04, Rick and Morty are trapped in a simulation of an alien world, breaking through multiple layers of duplications yet to find themselves in another one. More than a parody of Christopher Nolan's famous movie *Inception*, its title "M. Night Shaym-Aliens!" is a reference to the sci-fi director M. Night Shyamalan, who often plays with unexpected plot twists.

Another big feature that distinguishes itself from cartoons in the same genre is the direct display of gore and mature subjects such as sex, which makes itself exclusive for adults. Not only tuned to adult's flavor for those subjects, it is also capable of delivering philosophical and complex ideas that resonate with audience with enough depth. Usually, the successfully created spotlight characters become the deliverers of such.

The mad scientist Rick is no doubt the most successful character in the whole series. Besides being unpredictable, invincible and sociopathic, he is also depressed, sometimes in a huge conflict of his simultaneous love and indifference towards Earth. In one episode, "Birdperson," one of his few friends, tells Morty that his pet phrase 'wubba lubba dub dub' means 'I am in great pain. Please help me' in native Birdperson language. But on the contrary, he often uses it to entertain his family and the audience in a funny context. Though Rick's intelligence is beyond the limit we ordinary people can fathom, his pain connects him to a human emotion so that we can be empathetic about his feelings and makes him more like a real human than an ideal cartoon character.

Finding myself totally fascinated by each episode, and feeling the joyous and sad moments the characters have in the show, I think it is the best cartoon I have ever seen. So I would definitely recommend *Rick and Morty* if you are looking for a funny and relaxing TV show that is also complicated and philosophical. Season three has come out! (You can find Seasons 1 and 2 on Hulu).

AFTER THE BAN — BEFORE TRUMP

One Hamiton student's semester in Cuba

by Maura Colley '19
FEATURES EDITOR

When most students are deciding where they want to go abroad, they look for a program that will give them the best semester away from home, regular classes, and their general responsibilities. Some of the most popular programs at Hamilton are in Europe. The Madrid, Copenhagen, Budapest, and Stockholm programs all offer opportunities to explore Europe, while still getting to spend most of the semester in one big city, famous for museums, restaurants, exciting clubs, and of course, history.

But Hamilton has recently been able to offer a new program to students in a country that few Americans have had the chance to visit—Cuba. Offered through IFSA-Butler, the semester in Cuba is a very different experience than spending a few months in Europe.

The complicated history of open, closed, and restricted borders between the U.S. and Cuba has made travel there difficult for ordinary citizens, let alone for students hoping to spend a longer time studying there.

Only a small number of Hamilton students have seized the opportunity to spend a semester abroad in Cuba. One of the first students in recent years to study there is Kelt Wilska '17. Even with bad Wi-Fi, Wilska took the time to talk about his experience there during the fall 2016 semester, and how he has returned there to intern at a high school where he is currently assisting with regular academic classes and outdoor leadership.

Given the historic tensions between Cuba and the U.S., and especially in the context of the current U.S. administration, why Cuba?

I picked Cuba because I wanted a study abroad program that wasn't just a vacation like many programs are. I wanted a program that would challenge me in a way that only a developing country could, whether it was through walking to the local park to get public Wi-Fi or taking classes alongside Cuban students at a comparatively disadvantaged university. Tuition was also a big sell for me; while Hamilton's Spain Program charges full semester tuition, college in Spain is actually much cheaper than in America, so the program uses leftover tuition for hotels and high-end restaurants. Needless to say, neither I nor my parents felt good about spending our money that way. IFSA-Butler's program was half the cost, so it was a win-win. The semester also happened to be during a very politically polarizing moment in our history, and I thought it would be really interesting to study socialism and authoritarianism in a place where both have both succeeded and failed in different respects.

Did you live with a host family?

I lived with a Cuban host family (and three other American students) in the business district of Vedado in Havana. Technically, the country doesn't allow home-stays, but the program gets around it by renting out "casas particulares" (essentially B&Bs) for extended periods of time. My hosts certainly felt like family to me, though. We had a host mom, dad, and brother, host aunts, uncles, cousins, housekeepers (who were absolutely considered part of the family); the house was never empty. It was an amazing experience to be welcomed into such a different family dynamic. Also interesting was the fact that my host family was strongly pro-communist. Our host mom would proudly show off the picture in the living room of my host brother shaking El Lider's (Fidel Castro's) hand when he was in youth choir. My host dad fought in the Cuban-Angolan War and was subsequently given a prestigious harbor inspector position in Luanda, the capital of Angola. We unfortunately didn't see him much because he traveled all the time. My host family definitely enjoyed a more luxurious lifestyle than most Cuban families did due to their government connections; this made me feel rather guilty, but on the flip side I'm grateful I was able to so intimately experience the deeply ingrained flaws of the Cuban communist system.

Where specifically did you study?

I studied at the University of Havana, Cuba's biggest university with 25,000 students. It's not a residential university, so 99% of students commute. The school is spread out over the city, but I took most of my courses at the main campus, which was conveniently right up the road from my homestay. It had a beautiful courtyard with an old tank from the Revolution in the middle. The buildings are very old, some better maintained than others. Sometimes, I'd sit down in a desk and it would almost break because it was from the 40's. It was all chalkboards, as practically no technology was in the classroom besides a designated student who would copy assignments and readings onto everyone's flash drives. I took four courses in the liberal arts: Cuban Literature, Political Economy of Socialism, History of Cuba, and an American-only course about Cuban culture. The American course was pretty disappointing, but the reason why is fascinating. Our Cuban professors for that class were clearly being monitored by the government so they could only teach certain aspects of Cuban culture. For instance, they showed us a chart that clearly indicated institutional racism in the Cuban dance industry, but they refused to acknowledge it. The other classes were great, especially the socialism one taught by a eally passionate communist professor. Also fascinating to see how students and professors talked about communism and the Castros, their hesitancy to criticize or lack thereof. A fine line to walk and a multitude of opinions for sure, although in general young people are anti-Castro. Although we did make some Cuban friends at school, many students seemed pretty indifferent about making American friends.

How was your travel experience getting to Cuba?

Travel experience was relatively smooth. Due to the recent Obama-era legislation about travel to Cuba, it was much easier for me to get a visa. I just received a sheet in the mail from the U.S. government with a list of reasons for why I was going to Cuba and then checked off "student." These days in the Trump era it's harder to do. You can still go as a student but you can't go as an independent tourist anymore; you have to be with a group tour (which are loaded with propaganda). I flew to Miami, where I met up with my group and then we took a charter flight to Havana. This is before U.S. airlines started up commercial flights to the island. I saw a lot of people bringing cartloads of American appliances back to their families because of the trade embargo.

What additional parts of Cuba did you visited or mainly live in?

We traveled all over the island, both with our program directors and independently as a group. I snorkeled in the Bay of Pigs, took a wild ride into the jungle (where Fidel Castro and his rebel army camped) to climb Cuba's highest mountain, and took a fifteen-hour bus ride from Havana to Santiago, Cuba's second-biggest city on the eastern side of the island.

Did you get a sense of how Cuban people view the current U.S. administration?

I was fortunate enough to be in Cuba when Obama visited. I got about 10 feet from his motorcade to wave hello. Back before the election, Cubans were thrilled to meet Americans. Every time I told a new friend that I was American, they would just say, "Obama!" I think Cubans truly looked up to him (and subsequently viewed American visitors) as a symbol of changing times and post-embargo prosperity. My host family commented multiple times about how "presidential" he seemed. Cuba's history is also inextricably tied to Africa's, and many Cubans were thrilled to have an African-American president visit their country. Interestingly enough, though, many Cubans I met didn't care too much about how the election ended, because either Clinton would continue Obama's policies or Trump would build hotels and stimulate more economic growth. I wonder what they think now. I didn't feel any ill-will towards Americans at all when we were visiting, except maybe in history class when our professor was talking about America's exploitative imperialist influence over Cuba in the late 1800s and early 1900s. Even then, though, he knew we weren't personally to blame and would joke with us about inheriting a nasty reputation. Fidel Castro's Revolutionary Museum also had a mural (called The Wall of the Cretins) with some pretty demeaning caricatures of former U.S. (Republican) presidents, but times have changed. Nowadays, I think most Cubans view America as a wealthy country of opportunity that will bring a boom of trade if the embargo is lifted. Allegiance to Castro's fierce communist brand of nationalism is dying away.

Did you get to meet other students from around the world?

I met many other international students while in Havana. A lot of Americans from different programs, a group of Norwegians, and many students who were studying independently from various schools. It was great to meet Cuban students, but there was also a certain sense of camaraderie in feeling lost with people from all around the world.

Would you recommend this program to other Hamilton students?

I'd absolutely recommend this program to fellow Hamilton students if policies stay the same after Trump's recent policy decisions (I assume it has). The academic workload was a bit underwhelming because the professors were so easy on foreigners, but the cultural immersion experience is simply unparalleled. If you go to Cuba, do IFSA-Butler. They have by far the most immersive program and are one of the few that do homestays. I believe they also let you take the most courses at UH out of all the American programs. There's no language contract, but if you're diligent in balancing your English with your Spanish you will improve immensely – especially because Cuban Spanish is one of the fastest and most difficult dialects to learn! Cuba is truly a country frozen in time, and it's going to thaw out really soon. Cliché, I know, I know, but it's totally true. Now is the best time to visit because you get see this transition between old and new!

Anything else that you particularly remember from your semester in Cuba?

I do remember a few small ways in which Havana is WAY different than American cities. For one thing, there was lots of trash everywhere. But then there were beautiful old cars, with the smell of good old-fashioned petrol. Wild cats and dogs roaming the streets—I got pretty used to cats screaming outside my window at night.

One last thing was that I'm 99% sure my phone calls home were wiretapped. My roommate and I could hear voices and beeps and buttons being pressed when we were calling our families.

Grammy-award winning Joanne Shenandoah shares culturally rich music and history

by Michelle Chung '20
A&E EDITOR

In a night with culturally rich music and an honorable remembrance of the Oneida Indian Nation, members of the community gathered for *Joanne Shenandoh In Concert: "From Our Roots"* on Nov. 5. The concert featured Grammy award-winning singer Joanne Shenandoah, joined by special guests Diane Shenandoah and Devesh Chandra.

Sponsored by the Shenandoah Kirkland Initiative, Religious Studies Department, Chaplaincy, and the Victor Johnson Fund, the concert was not only a way to feature the artistic works of Joanne Shenandoah, but also to remind community members of the history behind Hamilton College's foundation, especially as it relates to the involvement of the Oneida Nation.

Doug George-Kanentiio, an author, co-founder of the Native American Journalists Association, and husband of Joanne Shenandoah, explained the history of Hamilton prior to the start of the concert. He detailed the founding of the college as originally a way for members of the Oneida Indian Nation to learn alongside white settlers in the area, an agreement made by Chief Skenandoah and missionary Samuel Kirkland. However, the College did not fulfill this vision and what was once the Hamilton-Oneida Academy (connecting the two groups) became Hamilton College, pushing the Oneida Nation's history and involvement to the side. Lilly Pieper '18, co-founder of the Shenandoah Kirkland Initiative, also spoke on the importance of this history before introducing Joanne, Diane, and Leah to the stage.

As performer Joanne Shenandoah and her sister Diane are direct descendants of Chief Skenandoah, she hoped to use this concert as a way to emphasize the importance of "[educating] our community of Chief Shenanodah and the Oneidas on our founding of the college," and remind people of this vital history. In fact, her music is very much influenced and inspired by her familial culture, especially when it comes to creating lyrics based on her family's values or using instrumentation and musical style specific to her culture.

PHOTO COURTESY OF MICHELLE CHUNG '20

From left to right, Diane Shenandoah, Joanne Shenandoah, Devesh Chandra, and Leah Shenandoah.

Having performed at venues such as the Vatican, the White House, Carnegie Hall, and at five presidential inaugurations, it was an honor to have Shenandoah return to upstate New York and perform once again for the Hamilton community. As of today, she has written 22 albums, is the winner of 14 Native American Music awards and a Grammy, and has been nominated for numerous other awards.

Joanne began the concert with her sister Diane and daughter Leah by her side. They performed a series of songs where the lyrics honored the greatness of women. "We have lots of songs in honor of women because women are considered our life-givers and they're a blessing to us," Shenandoah said. "In our way, we always start with songs in thanks to women and celebrating the life of women — women who sang to us, who fed us, who clothed us, who prayed for us."

Subsequently, Leah performed two original songs with a unique raspiness and style of singing. The audience could hear a raw and emotional passion in her words, especially because she sang with no instrumentation, as she alluded to the concept of love, empowerment, and individuality.

Joanne then presented a series of songs on her own, explaining the journey of her musical career between performances. She expressed that "the most amazing part of my journey is being able to affect others with my music," and how amazing it is to witness the ways in which her music has changed people's lives and views.

Performer Devesh Chandra was also invited to the stage where he described the historical importance of the tabla, an instrument commonly used in India that is made up of two drums (where one creates a deeper, bass-like sound and the other creates higher pitches). He illustrated his culture's oral tradition of using the instrument as a language and form of communication by playing an intricate and fast series of patterns and rhythms—which could all be translated into a distinguishable message.

After performing a song with just Shenandoah that featured an incredible and mesmerizing solo by Chandra, Diane and Leah joined the two again to play the final song of the night: "One World."

"I was inspired by His Holiness and how he talks about being on common ground. Irrespective of our cultures, our religions, our political beliefs," Joanna said before beginning the piece adding, "we're a whole human being with a voice and an opinion and you should be able to express your opinion wherever you are or to whoever you express it to, but do it in a good way, with a good mind and a good heart." She alluded to Skenandoah envisioning that sense of freedom when building the Oneida Academy and Hamilton College years ago because of his desire to have people come together and learn how to broaden and educate their minds.

With a calming but hopeful sound, the choice to end the concert playing such a beautiful song allowed the audience to feel a sense of unity and harmony. By the end, the crowd was left singing with musicians, chanting the song's repeated lyrics: "One world, one mind, one love we will find. On common ground, peace will be found for all on Earth."

F.I.L.M. Series screens four new works by Ernie Gehr

by Zac Ball '20
STAFF WRITER

At the Forum on Image and Language in Motion (F.I.L.M.) event on Sunday, Ernie Gehr came to Hamilton to showcase some of his new digital video works. I had never been to a F.I.L.M. event before, but I will definitely return for future events. Many of the students I ran into before the event indicated to me that they were there for a class, one in which they had been studying Gehr's work. I think it is absolutely wonderful that Hamilton has the resources and ability to not only show Gehr's work, but to bring him to campus so that students in film studies courses can have the opportunity to interact with a filmmaker.

Scott MacDonald, the professor who introduced Gehr, commented that at the beginning of his career, he did not realize that film can accomplish so much beyond telling a story. That is to say, Gehr's work is not so much cinema as a form of storytelling, but moreso cinema as a form of critique (my friend in a film studies class told me this was the case). Ernie Gehr only recently switched to digital film because it is inexpensive and quick, and so it has become difficult to keep up with all the new work he is producing. Thus, it was a treat to experience four of his recent films in one sitting.

Three of his four pieces were shot using a handheld digital video camera. The first piece we viewed, *Sensations of Life (7)* was an eight minute long, purely digital film. The film consisted of a rectangle and flashing lights; it was completely abstract. His film addressed his fascination with light as medium because, in his words, "without light there is no cinema." Gehr bases his films on his own personal experience. He also discussed viewing this film as a metaphor, in that the rectangle is within the rectangular screen which is within the room that we viewed the film in. The flashing lights were intended to activate and reactivate the room.

The second Gehr film that was shown, *Autumn*, which he recently completed, makes use of a lot of reflection. The film was shot in straight recordings on the Lower East Side of Manhattan, where Gehr used to live. When I was watching it, I originally thought it was a commentary on people performing daily tasks in New York City and not really observing the changes of autumn. For Gehr, though, the film is a commentary on the dramatic transformation that urban spaces undergo. None of the shots were staged, but rather taken when he happened to have his camera. His interest in reflections is awesome because in the film we saw two things happening at once. Gehr's fascination comes from his belief that people often look past glass, and his film makes us aware of the world that glass and urban architecture reflects.

His other two films that were shown, *Transport* and *A Commuter's Life (What a Life!)*, work to make experiences that are typically overlooked available. *Transport* works to move through a space and notice what is there, while focusing on things in a particular way. *A Commuter's Life* reflects the cyclical nature of commuting and how the round trip blends into one; the footage for that film was actually taken on Gehr's own commute. This reinforces his love for the moving image and the idea of personal cinema. Gehr thinks of his films as little valentines that he leaves for other people to enjoy and reflect upon. He mentioned that he wants people to reflect on the issues of the world at present, but that he wants his films to transcend that and help the viewers to develop a responsiveness to our environment.

Mr. Burns, a post-electric play returns with dark and entrancing story

by Josie Blatt '21
Staff Writer

PHOTOS BY JOSIE BLATT '21

Additional performances of the *Mr. Burns: a post-electric play* will take place this weekend, November 9-11.

Although the Hamilton College theatre department's fall mainstage production occurs in a time "post-electricity," the actors and production team shined on stage last weekend. *Mr. Burns, a post-electric play*, written by Anne Washburn, directed by Craig Latrell and music directed by Karen Corigliano opened this past weekend in the Romano and Barrett Theatres. The play follows characters in a post-apocalyptic society over the course of three acts, as they retell the same episode of *The Simpsons* television show in each act. As the show progresses, the story of the episode, the iconic "Cape Feare," evolves and takes on a life of its own. The acts take place within both the Romano and Barrett theatres, and the audience moves back and forth between the spaces during the show's two intermissions.

Act One begins with six characters sitting around a campfire, trying to recount the plot and specific lines of *The Simpsons* episode, "Cape Feare." It quickly becomes clear they are using this storytelling as a distraction from a recent nuclear apocalypse that has ravaged the country. They are later joined by Gibson, played by Timothy Hartel '18, another survivor who helps them retell the episode. Gibson's arrival also prompts more discussion about the recent disaster, a widespread meltdown of nuclear power plants that led to the shutdown of the electrical power grids.

The set design for this scene is unique, as audience members are sat around the campfire with the actors, surrounded by trees. More than that, the primary lighting for the scene comes from the campfire, so while the space is dark and it is often difficult to see the actor's faces, the effects in the room are chilling. As a result, audience members become one with the performers, as they too are sitting around the campfire. Additionally, audience members are further immersed in the world of the play with the scents of fire, the sounds of crickets and rivers, and the ambiance of the dark blue lighting surrounding the space. With lighting design by Seth Reiser, set design by visiting assistant professor of theatre Sara Walsh, sound design by Jeff Larson, and choreography by Kate Gwydir '18, the audience is entranced visually and aurally. The actors, Kenny Letts '21, Noelani Stevenson '19, Taylor Wallace '19, William Benthem de Grave '20, Angelique Archer '20, and Hartel are outstanding. Their casual styles of speaking add to the feeling that the audience is simply listening to other normal people having a conversation.

For Act Two, which takes place seven years later, the audience moves across the hall to the Barrett Theatre. They are joined by another character, played by Caitlin McQuade '18. After a confusing first few minutes of the act, it's quickly clear that the group now makes a living by performing snippets of full *Simpsons* episodes, including commercials. Their humorous commercials advertise food products that are either extinct or scarce, as well as top 40s hits from the pre-apocalyptic world.

The key value of holding onto pop culture is evident between the modernness of the commercials and the episodes. Although there is a bit of singing at the end of Act One, "Three Little Maids from School" from *The Mikado* sung by Hartel, Act Two allows the cast to shine through musical performance, singing chart hits from the past through an a cappella medley of songs, including Lady Gaga's "The Edge of Glory" and Britney Spears's "Toxic." The medley emphasizes the play's focus on nostalgia. Although the cast members' singing works well together, in particular, their acting is most superb. Hartel's emotionally fraught and frustrated monologue at the conclusion of the act is one of the highlights. Overall, the heightened acting allows the audience to fully understand the character's desperation in the face of disaster.

Although the audience returns to the Romano for the final act, the space was transformed. The stage design is more traditional and full of unexpected color, in their costumes and lighting choices, setting the mood of a completely changed society. Overall, the sets of all three acts are arguably the stars of the show.

Act Three is entirely sung, taking the form of a pop operetta adaptation of "Cape Feare." The plot points of the episode change at this point, showing how stories adapt over time. Through several retellings, "Cape Feare" becomes a myth with morals and actions catered to the current values and needs of a society still recovering from the apocalypse 75 years earlier. The same cast now plays *Simpsons* characters in the episode, and their impressions are phenomenal. Although the act is at times puzzling and just a bit over the top, it is entertaining, intriguing, and aesthetically pleasing. In the showing that I attended, the choir in the third act sounded great, but could have worked on blending more so individual voices did not stick out, a challenge for such a small choir.

Overall, *Mr. Burns, A Post-Electric Play* is strange and perplexing, but also meaningful and eye-opening. After reading more about the meaning and significance of the plot, I came to appreciate what I saw more and more. As a whole, the Hamilton theatre department created a production that is thought provoking, well played, and creatively designed.

Mr. Burns will have additional performances on Nov. 9, 10, and 11 at 7:30 p.m., and Nov. 11 at 2 p.m. Tickets are $3 for students and seniors and $5 for others.

Days-Massolo Cultural Center Choir to present "Swing Low: A Musical Celebration of the Hamilton Community"

Saturday, Nov. 11 at 7:30 - 9:00 p.m.
Wellin Hall, Schambach Center

The Days-Massolo Center Cultural Choir will be hosting their inaugural "Swing Low: a Celebration of the Hamilton Community in Song." Alongside the group, performances—including singing, narrations, and spoken word—will come from the Student Diversity Counsel Members, Sustah Girls, Doc Woods, Sam Pellman, Monk Rowe, Alum Sean - Henry Smith, The College Hill Singers, and other members of the Hamilton community. As the Days-Massolo Cultural Choir advertises, "Experience how one song can travel through time and communities, bringing social, ethnic, spiritual depth and intellect to 'The Hill.'"

The event is free and open to the public.

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Houston Astros win their first World Series in exciting fashion

by Robert Berk '20
Staff Writer

Last week was one of the rare times that baseball was the prominent sport across America's news stations and public discourse. The 2017 World Series between the Los Angeles Dodgers, representing the National League, and the Houston Astros, representing the American League, was undeniably one of the best playoff series of all time. It was a back and forth series that the Houston Astros ultimately won.

The Los Angeles Dodgers had home field advantage and started the series by protecting it. Dodger leadoff hitter and center-fielder, Chris Taylor, sent the very first pitch from the Astros' ace, Dallas Keuchel, into the stands. Taylor's solo home-run was the perfect opening to a wild series that was full of dramatic home runs. In the fourth inning, Astros third baseman Alex Bregman tied the game up with a homerun of his own. Justin Turner, the Dodgers third baseman, answered Bregman. He hit a two run home run in the bottom of the sixth inning. These were the last runs as the Dodgers held on for a three to one victory.

The second game of the series was even more exciting. The Dodgers had a three to two lead going into the top of the ninth inning. The series shifted when Astros left-fielder Marwin Gonzalez hit a homerun off the Dodgers closer, Kenley Jansen. This was Jansen's first blown save in the playoffs. The Astros continued to gain momentum when they scored two runs in the top of the tenth inning. However, the positive energy quickly evaporated. With the Dodgers down to their final out in the bottom half of the tenth, Enrique Hernandez tied the game at five to five. George Springer countered this rally and hit a two-run home run in the next half inning. The Dodgers were able to score one run, but failed to tie the score. The Astros tied the series by winning game two by a score of seven to six in eleven innings.

The series moved down to Houston for the third game. The Astros used the energy from the crowd to jump out to an early lead. They scored four runs in the second inning and never looked back. The Dodgers starter, Yu Darvish, made the shortest start of his career and only lasted one and two-thirds innings. The final score was five to three and the Astros took a two games to one lead over the Dodgers. By end of this game, twelve different players had hit home runs in the series.

The Dodgers stayed resilient in spite of a frustrating game two and three. The game was a pitching and defensive masterpiece until the ninth inning. The score was tied at one going into the last frame. The heart of the Dodgers order was able to damage and score five runs in the top of the ninth inning. Joc Pederson took full advantage of his role as designated hitter and hit a three run home run. The Astros scored one in the bottom of the inning, but it was not enough. The Dodgers took the win six to two and even the series at two games a piece.

The entire season now came down to a final three game series. Game five did not disappoint.

The Los Angeles Dodgers jumped on Dallas Keuchel to start the game. They scored three runs in the first inning. The Dodgers had a lead until the bottom of the fourth inning. Yuli Gurriel tied the game with a three run homerun. The fifth inning was incredible. The two teams combined for six runs. Cody Bellinger hit a three run home run for the Dodgers and Jose Altuve hit a three-run home run for the Astros. The game was tied at seven after five innings. The Dodgers took short lived one run lead in the seventh inning. George Spring led off the bottom of the seventh inning with a solo home run. The Astros added in three runs later that inning, including two via a Carlos Correa home run. Houston took a three run lead into the ninth inning. Yasiel Puig hit a two run home run and with two outs Chris Taylor tied the game at 12 each. The Astros won the seesaw affair in the bottom of the tenth inning. Alex Bregman brought in Derek Fisher with a walk-off single.

The Los Angeles Dodgers returned home, but were facing elimination. George Springer's solo home-run in the third inning was the first run of the game. The Dodgers scored two runs in the sixth inning to take the lead. They added one run when Joc Pederson hit a solo home run in the seventh inning. The Dodgers were able to hold on to the three to one lead for the rest of the game. They forced a decisive game seven.

Unfortunately game seven might have been the least exciting game. The Astros jumped out to a five run lead by the second inning. George Springer hit another homerun. While the Dodgers' bullpen did not allow any runs in relief of Darvish, their offense was unable to overcome the damage already done. Dodgers only scored one run and lost the game five to one. The Houston Astros won this game and their first ever World Series. Springer was awarded with the 2017 World Series Most Valuable Player Award.

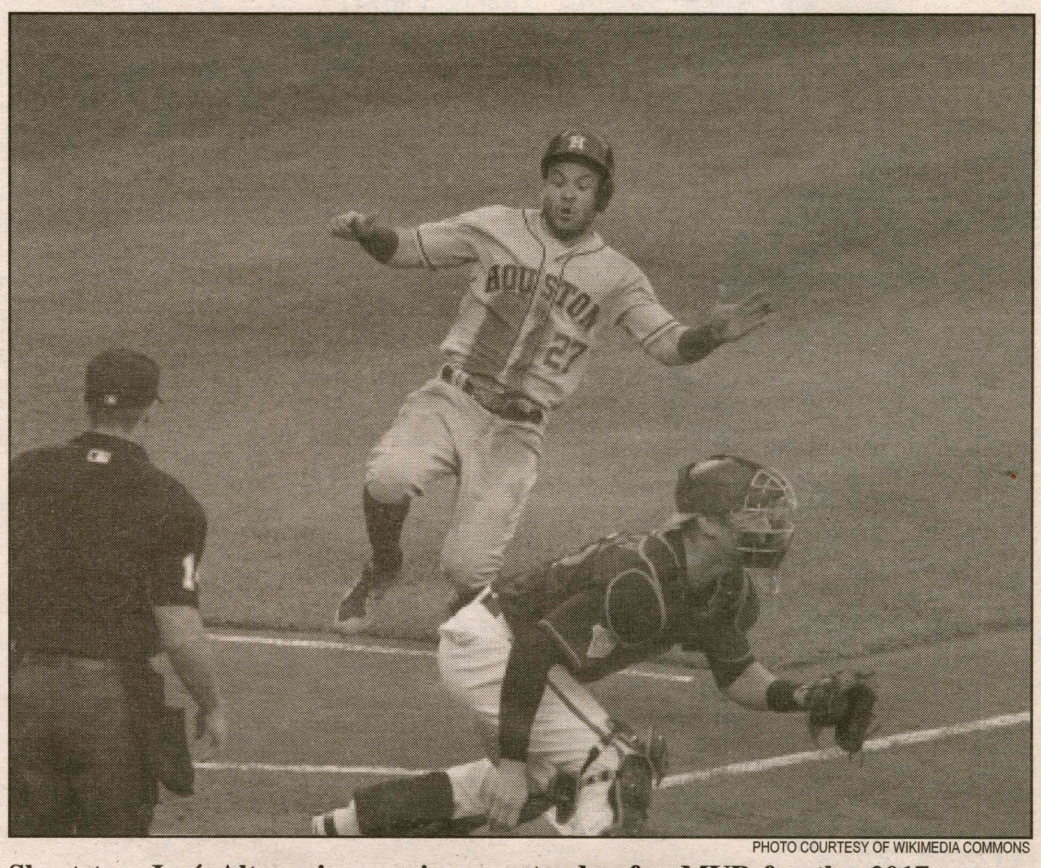

PHOTO COURTESY OF WIKIMEDIA COMMONS

Shortstop José Altuve is a serious contender for MVP for the 2017 season.

"The 2017 World Series between the Los Angeles Dodgers and the Houson Astros was undeniably one of the best playoff series of all time."

Not only was this World Series incredibly entertaining, but also it gave fans a sneak peak at the future of baseball. Now, more than ever, teams are relying on boom-or-bust players. Offensively, power hitting is the most important tool. The most important aspect of most young pitchers' game is their velocity. While some might say that game five, the 13-12 Astros win, is great for the future of baseball, I have to disagree. It may be an unpopular opinion, but I was more impressed by the pitching in games six and seven. Regardless of whether you love the long ball or pitchers' duels, there is no denying that the 2017 World Series is one for the memory books.

Do not worry, Major League Baseball will not be gone for that long. All 30 teams will open their 2018 seasons on March 29th. Until then, we will have to survive on trades and free-agency.

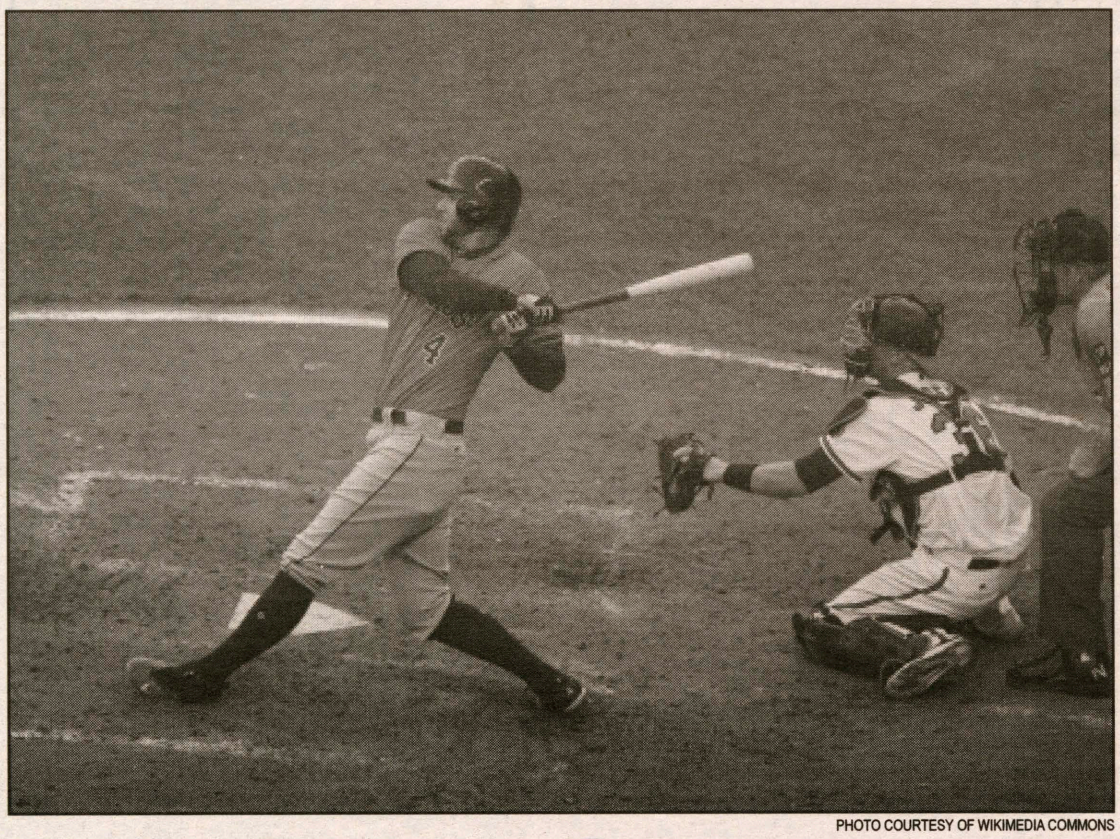

PHOTO COURTESY OF WIKIMEDIA COMMONS

George Springer was named the World Series MVP for his Game 7 performance.

Women's soccer earns NCAA at-large bid after NESCAC semifinals defeat

*from **NESCAC playoffs**, page 16*

day: Tufts University's number 4 nationally ranked team on their home field. Tufts dominated the pitch for most of the game, with powerhouse Kevin Halladay of Tufts University scoring two goals, one in each half, followed by two more goals, which remained unanswered from Hamilton, securing the final score of 4-0. Nonetheless, the Continentals held their own, keeping Tufts' incredible offense at bay and working in attacks of their own. Eli Morris '18 headed the ball into the crossbar on a free kick from Matt Kastilahn '18, dishearteningly close to scoring, and Luke Eckels '20 headed another ball just over the goal late in the game off of a corner kick from Jeff Plump '20.

It was a difficult match for Hamilton to hold their heads high in, but they did so with unparalleled sportsmanship, incurring only four fouls, whereas Tufts amassed a total of fifteen. Tufts presented a nearly impossible challenge for most soccer teams to overcome, and Hamilton fought them toe to toe. The Continentals led a 8-7-2 season overall, and will be back for more next fall, despite the losses of members of the Class of 2018, including Pete Calleri, Jack Temko, Eli Lichtman, Killian Clancy, Joe Harrington, Quinn O'Malley, Matt Cerveny, Morris, and Kastilahn.

Women's soccer faced Tufts in the NESCAC semifinals at Williams College on Saturday, and the match was intensely close for all ninety minutes. In their typical fashion, the Continentals started off with a ferocity that hardly gave Tufts time to react; Katie Kreider '18 finished off a cross from Katja Dunlap '18 just 40 seconds into the first half. However, Tufts soon planted their feet and came back to match Hamilton's early advance, scoring a goal in the 21st minute, only for Dunlap to redirect a corner kick from Jessie Murray '19 into the back of Tufts' net. The game played out in this back and forth fashion for the remainder of the first half. The second half began with a similar intensity, but Tufts was able to retie the game in the in the 64th minute, then take the lead in the 70th. Despite the Continentals' best efforts in the nail-biting remainder of the match, Tufts secured the victory 3-2. The game was so close that Hamilton and Tufts had the same number of shots(ten) and corner kicks(two). In such a tight game, the victor depends more on luck than anything, and unfortunately, luck sided with Tufts on Saturday.

But this is far from the end for the team — on Monday, Nov. 6, women's soccer received an at-large bid to the NCAA Division III Championship. The Continentals will take on Misericordia University on Saturday, Nov. 11 at 1:30 at SUNY Geneseo. The Misericordia Cougars will present a monumental challenge, as they won the Middle Atlantic Conference championship last Saturday, Nov. 4 after leading a tremendous season, and are the favorite in Saturday's match. Though the Continentals are the underdogs, from the way the women have faced and overcome opponent after opponent this season, it is more than likely we could see an upset this Saturday.

PHOTO BY LEVANA LYU '21

Dunlap '18 and Murray '19 will play critical roles in the NCAA tournament.

Football cannot recover from early deficits against Williams and Middlebury

*from **Football**, page 16*

their first interceptions, and Leigh forced the fumble for three turnovers on Williams' end. Cole Burchill '19 and Sean Tolton '19 each had a sack during the game as well. Tyler Hudson '19 had nine solo tackles, and his 10.6 tackles per game is second in the NESCAC. Schmidt's lone touchdown was his eighth touchdown catch of the season, and he is now second in the NESCAC for touchdown catches.

Hamilton's next challenge was the 38th Annual Old Rocking Chair Classic at Middlebury's Youngman Field on Nov. 4. They faced a tough opponent in Middlebury College (NESCAC 6-2), and despite an impressive fourth quarter rebound for buff and blue, lost 41-20. All of the Panthers' scoring came in the first two quarters, and all of the Continentals' scoring came in the last quarter. Hamilton outgained Middlebury (373 yards to 350 yards) but was hurt by turnovers (of which there were 4) and penalty yards (10 penalties for 80 yards). Hamilton started quarterback Sam Foley '21 for his first collegiate start because Gray was fighting an injured shoulder.

Middlebury scored early for a 65-yard touchdown and then forced and recovered a Hamilton fumble. That drive ended with a 22-yard touchdown pass, and both extra points were good. The Panthers were winning 14-0 only 1:23 into the game. Bowen had his second interception in as many weeks, but Hamilton once again turned over the ball on downs. Another fumble recovery by Middlebury led to a touchdown (but no extra point) and a score of 20-0 after fifteen minutes of play. The second quarter was not much better for the struggling Continentals, as yet another fumble recovery by Middlebury led to a touchdown on a 36-yard pass for the Panthers. A 67-yard, 7-play drive gave the home team another touchdown with 3 seconds left in the half, and Middlebury had a decisive 41-0 lead at the end of the first half.

Hamilton was a different team coming out of the locker room for the second half. The third quarter was uneventful: every single drive for both teams ended with a punt. The second play of the fourth quarter led to an 8-yard rushing touchdown for Mitch Bierman '21. Hamilton's next possession was a 6-play, 66-yard drive, ending in yet another rushing touchdown for Bierman. Neither extra point was good, and so with about 10 minutes left to play, Hamilton had cut Middlebury's lead by 12 points. An impressive 30-yard rush by Robinson gave the Continentals good field position at the Panthers' 22 yard line. A 16-yard pass to and a 6-yard run by Schmidt gave Hamilton their third touchdown in 13 minutes. Foley's 2-point conversion to David Kagan '20 was good, and the game ended with a score of 41-20. Though another difficult loss, Hamilton's resolve in the fourth quarter was impressive.

After his first collegiate start as quarterback, Foley is 22 of 40 for passing for 276 yards, with one touchdown pass and one interception. Schmidt raised his touchdown catch total to 9, still good for second in the NESCAC. With 9 touchdown catches, he has matched the program record and has one game left to break the record. He now has 740 receiving yards, which did break the program record. Connor Cates '21 and Marcus Gutierrez '18 also had good games rushing, with 97 and 70 yards respectively. Hamilton's defense once again held their opponent scoreless in the second half.

The Continentals will play their last game of the season at home on Steuben Field on Sat. Nov. 11 against Bates College (2-6) at 12 p.m. Hamilton will honor its 11 seniors this day. Whoever wins the game will lock down seventh place on the season out of the 10 NESCAC teams. The game figures to excite, as each team beat both Bowdoin and Colby Colleges while losing to all other opponents. The teams are evenly-matched and hungry to finish the season on a winning note.

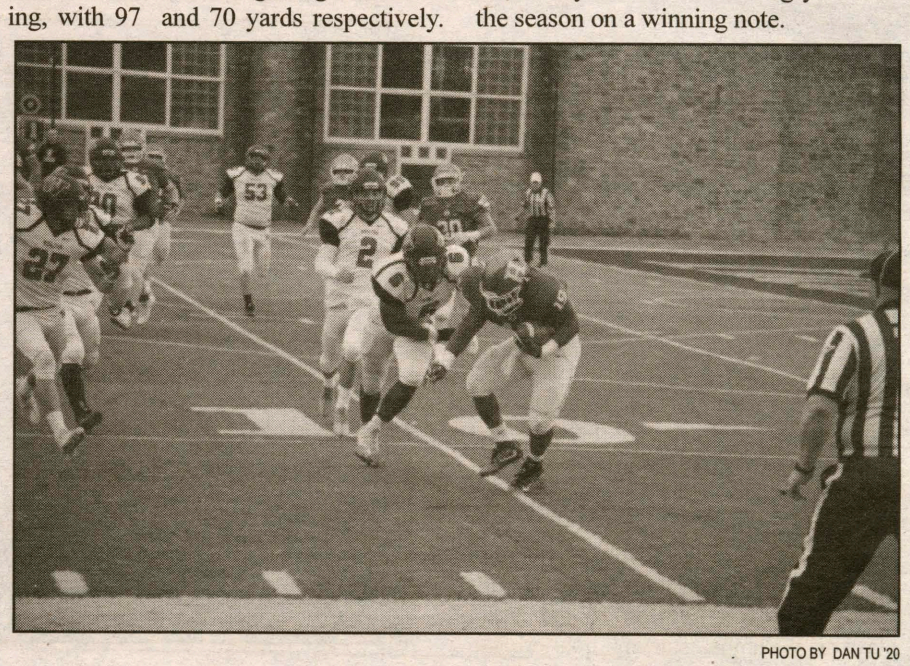

PHOTO BY DAN TU '20

Gutierrez '18 is part of a potent Hamilton backfield.

H SPECTATOR SPORTS
November 9, 2017

Women's soccer, men's soccer, and volleyball fall short at NESCAC playoffs

by Cliff Musial '21
Contributing Writer

Volleyball	1	2	3	4	F
#5 Amherst	**24**	**25**	**25**	**25**	**3**
#4 Hamilton	26	22	11	8	1

Men's soccer	1	2	F
#1 Tufts	**1**	**3**	**4**
#7 Hamilton	0	0	0

Women's soccer	1	2	F
#4 Tufts	**1**	**2**	**3**
#6 Hamilton	2	0	2

This weekend, three of Hamilton's varsity teams competed in the NESCAC finals: volleyball, men's soccer, and women's soccer. Volleyball advanced to the quarterfinals, where they were defeated by Amherst 3-1; Men's soccer advanced to the semifinals, where they were defeated by Tufts 3-2. Despite these unfortunate losses, all three teams led successful seasons and accomplished great things. Defeat is often the best teacher, and from their performances this season our teams will undoubtedly return next year to fight even further into the postseason.

Women's volleyball took on Amherst College in the NESCAC quarterfinals at Tufts University on Friday, Nov. 5. The Continentals started off strong in the first set, winning 26-24, with three early aces by Dorothy Poucher '21. The set was suspensefully close through its entirety with Hamilton grabbing the win at the end. However, Amherst returned with incredible tenacity and resolve, shutting down Hamilton in the next three sets with final scores of 25-22, 25-11, and 25-8. Nonetheless, the Continentals never lost their drive, fighting to the end even as Amherst pushed harder and harder. Hamilton was led by strong performances from Poucher, who served 5 aces and hit ten kills, Erin Donahue '18, who had 9 kills, and Courtney Brown '18, who had 8. On the defensive front, Christine Zizzi '18 racked up 26 digs and Meghan Wilkinson '19 contributed 13, Margaret O'Brien '18 kept Amherst's powerful offense at bay with 6 blocks at the net. Despite their disheartening loss, the Continentals led a great season, going 14-9 overall. We can expect to see the women return next year stronger than ever, even with the loss of members of the class of 2018 Donahue, Brown, Zizzi, O'Brien, and Kyndal Burdin.

Men's soccer perhaps had to face the greatest challenge of all on Satur

*see **NESCAC playoffs**, page 15*

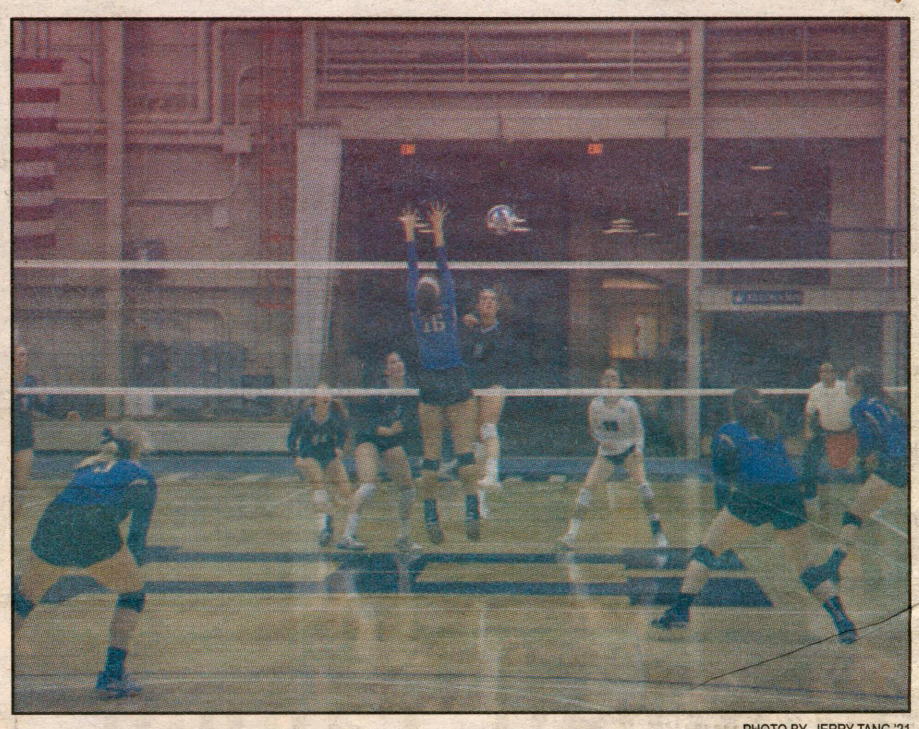

PHOTO BY JERRY TANG '21

Margart O'Brien '18 anchored the Continentals defense in 2017.

Football shows explosive offensive potential in fourth quarter vs. Middlebury

by Grace Myers '19
Production Editor

	1	2	3	4	F
Williams	10	14	0	0	24
Hamilton	0	0	0	6	6

	1	2	3	4	F
Middlebury	20	21	0	0	41
Hamilton	0	0	0	20	20

Hamilton College's football team faced a pair of setbacks in the last two weeks, playing the challenging teams at Middlebury and Williams on away turf. The Oct. 28 game against Williams was a 24-6 loss, and the Nov. 4 matchup was a 41-20 loss marked by a fourth-quarter rally.

The Continentals played the Williams College Ephs (NESCAC 5-3) on Oct. 28 on Farley-Lamb Field. Hamilton's efforts were hindered by the strong play of Williams' starting quarterback, who threw for two touchdowns and 268 yards and rushed for another touchdown and 65 yards. Hamilton's defense forced three turnovers to keep the game within reach but was unable to overcome the 24-point deficit.

The Ephs opened up scoring less than five minutes into the first quarter on their first possession with a touchdown and an extra point. Soon after, a 50-yard Williams drive, aided by their quarterback's running ability, ended in a field goal attempt. The kick was good, and the score was 10-0 after the first quarter. At the start of the second, Justin Leigh '20 forced a fumble and Hamilton gained possession on Williams' 35. Quarterback Kenny Gray '20 shot off a quick pass to wide receiver Christian Donahoe '20 for a 17-yard gain, but that progress was hindered when a sack caused a loss of 10 yards for the Continentals. A 41-yard field goal attempt followed, but was wide right, and the buff and blue missed a key opportunity to get on the board in the second. Williams took advantage and scored 14 more points in the last five minutes of the half, and the score was a bleak 24-0.

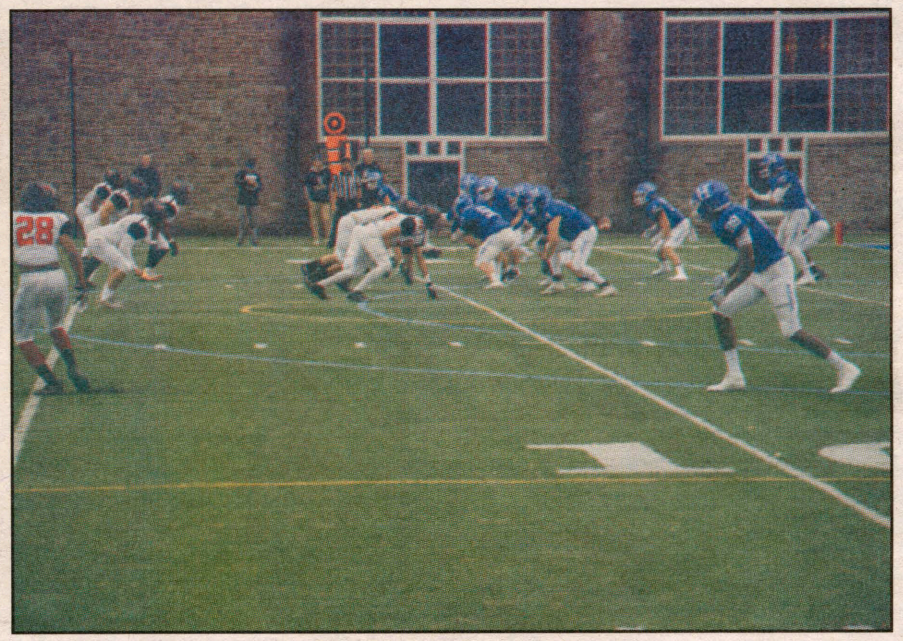

PHOTO BY DAN TU '20

The Continentals will close the season at home against Bates.

Things started looking up for Hamilton in the second half, as defensive back Mufudzi Chogugudza '21 registered his first interception of his young Hamilton career in the first drive of the quarter. Hamilton's drive went another 33 yards but turned over the ball on downs. Later in the quarter, another Continental drive ended with a Williams interception in the endzone. Defensive back Sam Bowen '20 also had his first career interception in the fourth quarter. Hamilton gained possession and Gray threw to Sam Robinson '20 and then to Joe Schmidt '20 for a late touchdown. The two-point conversion attempt failed, but Hamilton managed to make the score 24-6. Hamilton's defense held down Williams in the second half, as all of the Ephs' scoring came in the first.

Though a tough loss, the game had some highlights for a few players. On defense, both Bowen and Chogugudza had

*see **Football**, page 15*